

Academic Senate Summary for March 4, 2021

Voting Members					
Senate President	David Andrus	X	Learning Resources Senator	Peter Hepburn	X
Vice President	<i>Garret Rieck proxy</i> Lisa Hooper	X	Personal & Professional Learning Senator	Garrett Rieck	X
Immediate Past President	Rebecca Eikey	A	At Large Senator	Ambika Silva	X
Curriculum Chair	<i>Garret Rieck proxy</i> 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	A
MSHP Senator	Shane Ramey	X	At Large Senator	<i>Regina Blasberg proxy</i> Mary Corbett	X
VAPA Senator	David Brill	X	At Large Senator	Benjamin Riveira	X
Student Services Senator	<i>Erika Torgeson</i> <i>proxy for</i> Garrett Hooper	X	Adjunct Senator	Lauren Rome	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	X		
Marilyn Jimenez	X	Nicole Faudree (COCA President)	X		
Dan Portillo (Warren Heaton AFT Rep)	A	ASG Student Representative (David Gonzales)	A		

Guest							
Andy McCutcheon	X	Dr. Dianne Van Hook	X	Jennifer Smolos	X	Maral Markarian	X
Ashley Murphy	X	Dilek Sanver-Wang	X	Joy Shoemate	X	Michelle LaBrie	X
Bianca Philippi	X	Dr. Kathy Bakhit	X	Julie Johnson	X	Miriam Golbert	X
Chad Peters	X	Dr. Edel Alonso	X	Kelly Burke	X	Robert Wonser	X
Charles Johnson	X	James Glapa- Grossklag	X	Kelly Cude	X	Dr. Shane Ramey	X
Dr. Diane Fiero	X	Dr. Jasmine Ruys	X	Kim Bonfiglio	X		

A. Routine Matters

1. Call to order: 3:05pm
2. Public Comment:
 - Last meeting there was a problem with the “yes” or “no” function. The votes only stayed up for 10 seconds. Jim Temple looked in the software and confirmed most will need to do a software 5.5 version upgrade. A software update email notification was sent out to all Senators. The software’s update allows for the “yes” and “no” reaction feature to stay up on the screen. The other issues is that Marilyn cannot clear the votes in the participant’s window so participants will need to do so on their end. At the last meeting the “raise your hand feature” was being used to count votes. A quick test run was done to make sure everyone has the updated software installed. David confirmed that if anyone does not have the latest software installed to go ahead and use the raise your hand feature. All proxy votes will be counted verbally.
 - Reports are now towards the end of the agenda and David has submitted a video report. The video report will be captures in the minutes. The written transcripts can be used.
3. Approval of the Agenda:
 - Motion to approve the agenda by Tammera Rice, seconded by Benjamin Riviera. Verbal proxy votes collected: Erika Torgeson proxy for Garrett Hooper (yes), Garrett Rieck proxy for Lisa Hooper (yes), Regina Blasberg proxy for Mary Corbett (yes). All other votes collected using the zoom participant’s window. Unanimous. Approved.
4. Committee Appointments:
 - Consuelo Beecher, Chair of Gretchen Stanton’s Tenure Committee
 - Selection Committee Appointments (pg. 3)
5. Sub-Committee Summaries:
 - Senate Executive Committee Summary, Feb. 25, 2020 (pg. 11-14)
6. Approval of the Consent Calendar
 - Motion to approve the consent calendar by Peter Hepburn, seconded by Gary Quire. Verbal proxy votes collected: Erika Torgeson proxy for Garrett Hooper (yes), Garrett Rieck proxy for Lisa Hooper (yes), Regina Blasberg proxy for Mary Corbett (yes). All other votes collected using the zoom participant’s window. Unanimous. Approved.

Academic Senate Summary, Feb. 18, 2021 (pg. 4-10)	Curriculum Committee Summary, February 11, 2020
Program Viability Committee Summary, Feb. 18, 2021 (pg. 15-17)	Curriculum Committee Summary, February 25, 2020

B. Action Items

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

1. BP 7210 Academic Employees, Gary Collis (pg. 18)
 - There was a question at the last meeting regarding why the language is different in terms of faculty evaluations for COCFA and AFT. The language was modified to read as “adjunct faculty or part-time faculty will be evaluated, based on their collective bargaining agreement.” In section 7210.4 both part-time faculty and temporary faculty are listed together as equivalent terms. Temporary faculty can be full-time and part-

time. In Ed Code there is the possibility of hiring temporary full-time faculty and this is distinct from part-time faculty. COCFA allows for the evaluation of temporary faculty.

- Motion to adopt BP 7210 by Erica Seubert, seconded by Lauren Rome. Verbal proxy votes collected: Erika Torgeson proxy for Garrett Hooper (yes), Garrett Rieck proxy for Lisa Hooper (yes), Regina Blasberg proxy for Mary Corbett (yes). All other votes collected using the zoom participant's window. Unanimous. Approved.

C. Discussion

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

1. Add Code Enrollment Procedures, David Andrus (pg. 19)

- **Background:** It was clarified that the "Approved 5/14/2018" is part of the previous document. There is concern with how students are added and enrolled at the start of the semester. This is a pedagogical issues for many. If a class is maxed out and goes to wait list the faculty members controls the waitlist. However, if the class has not gone to capacity instructors can administer add codes for students on the waitlist. If a class has not met capacity students can still add a class without the instructor knowing it. This can have consequences as classes can go beyond the cap number, many times students don't attend class for the 1st week and will fall behind on the work. The request is for Academic Senate and district to consider making enrollment solely the prevue of the instructors. This will allows instructors to have pedagogical control. There are consequences with removing the open enrollment in My Canyons.
- **Opposition to allowing students to add themselves:** Some faculty will drop students if they do not show up. Then they will add students on the waitlist and the concern is that then students who are not on the waitlist add themselves. Should students have the right to add on their own? Allowing students to add without the instructors knowledge sets themselves up for possible failure. Should faculty be trained to consistently check their emails for students who want to add?
- For short term 8 weeks classes very few students notify their instructors that they enrolled late. These are accelerated format classes and allowing students to add late is not beneficial. It would be ok if students petitioned for an add code. Data need to be collected to determine student success rates for those who add late as this could be an equity issue. This issue also applies for winter and summer sessions.
- **In favor of allowing students to add themselves** In Applied Tech. it is a benefit to allow students to enroll later as many register later, many are on Online Live and can't access CANVAS until they enroll. Many adjunct teach in these programs. If a student emails an adjunct they may not access their emails for 24 hours and now the student can't add the class. There is concern with putting this control on instructors. In some programs such as Business there may courses that are under enrolled with 3-5 students waitlisted. If students are not allowed to enroll the courses will be cancelled.
- **My Canyons Registration System:** In order to program the system it is an all or nothing as the system cannot be programmed for only a particular set of classes. A date can be chosen for when classes are closed. The dates are as follows:
 - When a class reaches its max
 - The second Monday of the semester
 - At the add deadline for short term classes

- Faculty could select to close classes on the:
 - 1st Wednesday of the term. There needs to just be some consistency.
 1. For add deadline and census classes it is at 20%.
 2. For full term classes the census date is the 3rd Monday. COC closes full semester classes on the 2nd Monday of the semester to allow and capture weekend classes.
 - Add codes can be distributed from the day that class starts. If a class is open it is only open for a week in the 2nd week even if there is still space. It was also clarified that if a class is maxed out and a student drops the waitlist is activated. If a class reaches the max but there is still a waitlist student will still need an add code. The class will not re-open but will remain with a wait list.
 - **Possible Solution:** Could students be allowed to add only on the 1st or 2nd day of a short term class and then the system closes? This would allow faculty to administer the add codes thought the end of the 1st week. Could full term 16 week classes be left open until the 2nd week of the semester? It may be possible to program the system based on the census type of the course as this is currently being done. This would prevent closing classes that meets later in the week such as a Friday. David will meet with Dr. Ruys to come up with some possible scenarios as options and these can be brought back for discussion.
2. Senate Standing Policy on Online Live Standards, David Andrus (pg. 20-21)
- David met with James Glapa-Grossklag to discuss what can be done in regards to the remaining faculty who possess only provisional certification. The provisional certification roll over expiries on June 6, 2021. This is the Sunday before the 1st day of the summer 2021 session.
 - **Workgroup Update:** A workgroup was formed which met and consisted of James Glapa-Grossklag, Michele LaBrie, Katie Coleman, Julie Johnson, Robert Wonser, David, and Dr. Torres. Online Live, Synchronous Instruction or zoom instruction has been established as an emerging learning modality. Other institution have already instituted new training programs that are distinct from online instruction. The method will most likely live past the pandemic. This is a different modality than online teaching and the IOI Training. The group realized that and advocated a new certification training program for synchronous instruction. The range of training will be 10-20 hours. Between now and fall 2021 a training can be developed. There are about less than 100 faculty members which are provisional trained, ½ are FTF and the rest are adjunct. Almost all of these faculty have online sections. There are 97 (19%) faculty who are teaching this spring who are provisionally certified. The majority of fully or IOI certified instructors are teaching a lot of online live sections.
 - **The recommendation from the group:**
 - i. Roll over the provisional training for the 100 faculty to the end of fall 2021.
 - ii. The remaining faculty can sign up for IOI training for the traditional courses by the end of the calendar year. Faculty can take the NEW Online Live Training that is yet to be developed if anyone wants to continue to teach online in the Online Live Synchronous modality.

- Adjuncts can transfer training competencies from another college and those will be reviewed. It was suggested to survey students to collect feedback on what type of training they feel their instructors need.
 - **2022 what will the deadline for everyone else be?** It may be too disruptive to have everyone that is 100% online certified get the new training at the same time. Therefore:
 - i. Anyone who wants to teach Online Live will need to do this training for spring 2022.
 - ii. Anyone who is IOI certified can teach Online and Online Live for fall 2021 and spring 2022. After spring 2022 all IOI trained faculty will need to get training in the new delivery system. online live
 - **What will the NEW Online LIVE Training look like?** Will the 508 component carry over for those who receive the provisional training? In the future there may not be a need to have the 508 component as part of the training. Faculty will also not be asked to repeat any of the trainings which they have already done. As technology evolves the new training will reflect the new state of practice. If there is any part of the 508 compliance training that needs to be enhanced that may be considered.
 - There is concern with having non-credit instructors who are hesitant to do any additional training. There may be a need to have a conversation to discuss a possible extension for this group of faculty. The new training will need to be applicable to different interactions.
 - **Concerns:** There is now a new hiring order and there may be another tier added and this will be difficult in determining how to staff for courses when some departments have 14-15 adjuncts. The bargaining contract issues with AFT have not been discounted. It is understood that what happened with contracts impacts academic standards and there is a need to reconcile this. There is also concern that those instructors who have completed the 36 hour IOI training may fall of the radar in terms of ranking. This may be due to those who have provisional training, obtaining new training and then added to a new tier.
 - **Faculty workshops for summer and fall:** CETL will work on developing these workshop. The number of training hours has not been determined just yet. There was a request to not just develop a new training but also a refresher training courses.
 - There was a request to split this item into two to allow the extension of provisional training through the fall to return as an action item. However, the provisional training needs to expire and in doing so there is a need to have a simultaneous agreement as to what this will mean academically.
3. Anti-Racism (Call to Action) Resolution, David Andrus (pg. 22)
- David drafted this document and ran it by the Senate Planning Team and the Senate Executive Committee per the By-laws and there was a general consensus from the group that it should be adopted. Also per the ASCCC State Senate bylaws only 4 whereas and 4 resolves are allowed. This document serves as the institutional commitment to anti-racism in instructional both in and out of the classroom. There are other resolutions being worked on that are related to anti-racism.

- In regards to intercultural interaction there has been a discussion in terms of can European Americans be recipients of racism? Many feel that yes this is possible. There are some concerns with the 4th whereas stating “nonwhite racial and ethnic identities.” Some teach that “white” is a color and not a racial group and that anyone can have acts of racism placed upon them. It is important to protect all people. If there is a need to point out certain ethnic groups or racial groups it may not be a good idea to segregate or separate groups of people.
- All people can suffer prejudice and discrimination in this country. Racism is inflicted from the white establishment as there needs to be a systemic predominant kind of culture and institutionalize control of one race that is predominate and within sociological studies. Racism is not something that is universally applied to everybody as anybody can suffer prejudice and discrimination. However, not everyone in this country, given the history of this county and the supremacy of white people in all institutions of government and corporate life as stated in academic literature, believes racism is universal. This is the academic distinction that is being made. There is also the act of discrimination and prejudice against race which then becomes a racist act. This can be another academic and disciplinary conversation. For many the idea of racism is more so centered on the power and imbalance of power. If someone is not in a position of power which white people are you can't be racist against someone else you can also be a victim of racism if you're also in a position of power privilege.
- It is important to push this document forward. If anyone would like to further discuss any of the language on the resolution it is recommended they get in touch with David.

4. Truth in Academia Resolution, David Andrus (pg. 23)

- This resolution is a recognition of what is happening in the United States as it relates to standards of truth and intellection honesty. This document was also brought forth to the Senate Planning Team and the Senate Executive Committee for review.
- This document is born out of the fact that every day in this country and on the news there is a pervasive sense that people are stating facts that are not true. There is a difference between debating the interpretation of facts versus the facts. What is being seen as objective truths and what can be proven through science? Not everything that is being taught is provable as it is a matter of how this is being dialogued. There is concern with regard to the foundation of truth and intellectual honesty that this institution and all higher education rest upon. The foundation of Western civilized higher education and learning and knowledge and the idea that we have incredibly brilliant minds, not only on this campus but thought out the country who are being told they are wrong. There are many who are ignoring facts. This is just not in reference to sciences but to occurrences that are before our eyes. This is very concerning and this resolution is a call for reaffirmation of what needs to be done. The discipline of Political Science is very sensitive to changes of bias given the narrative of different disciplines possibly having inherent biases. For faculty it is important to communicate to students that they can believe whatever they want but it is the job of faculty to teach students based on what can be proven and pointed to. For those areas that faculty may not know, what are the

tools and the skill set used to help student gain truth and knowledge as opposed to ignoring it?

- There was a suggestion to include language which states that while it is important to teach students that they can have their own opinions it's important for them to be educationally honest about how they arrive at their opinions. Faculty need to encourage students that supportive information to their opinion is important.
- There was a request that is faculty where to endorse these types' resolutions, if there could be more training for faculty so they can learn these skill sets. Could this training be offered through CETL?
- The document also states that we are to liaise with the community and be the leader. Many of the students feel safe on campus but don't off campus. . Is enough being done on campus? There is always room for growth.

D. Reports

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

1. [Continuing & Non-Credit Education Annual Report, Garrett Rieck](#)

- The Non-Credit program is part of the School of Personal & Professional Learning which is sometimes referred to as Continuing Education or tuition free classes. As of fall 2020 there have been over 7000 enrollments in classes. There has been a growth of 29 new credit courses and 10 new certificate in the last year. This brings the total now to 145 noncredit courses and 40 certificates. 3 years ago there were 26 courses and now there are 140, this has been a substantial growth. Since spring 2020 there have been 522 certificates earned. There have been 275 certificates earners in the fall compared to the spring. There has been an increase during the pandemic. There has also been an expansion into non-credit classes at pitches detention center, Canyons Promise and public safety. There were laptops provided to non-credit students and the early alert system was also being used. There are many non-credit courses which have been offered to the community and much collaboration has taken place across campus. There are partnerships with local business, non-profit organizations, sheriff's department and correctional facilities. Many courses for local business are taught at their locations. Marketing and outreach was done and the class scheduled was mailed out to many residents in the Santa Clarita Valley. There have also been marketing flyers created for various programs along with emails and social media marketing. There were various Emeritus courses offered online for older adult students. Positive feedback has been received from students in this program.

2. [Academic Senate Presidents Video Report, David Andrus](#)

- Academic Senate Survey: Various Senate sub-committees will be surveying themselves. There will also be a link to a survey monkey that will be going out soon from David and Marilyn in which Senate will have the opportunity to survey itself in the next couple of weeks. This need is part of a larger discussion as many collegial consultation committees have surveyed themselves over the past year. This is an accreditation matter as there are 6-7 accreditation standards which relate to campus functions and ask that an internal reflection and a process of review is established. This allows for an opportunity to evaluate areas of improvement. This item has been brought forth to the Executive

Committee of the Senate at the February 25th meeting. All committee chairs have been asked to administer their surveys and have been invited to work with the office of Institutional Research and Development to determine if there is a need to customize those surveys.

- Return to Campus Coalition (R2CC) Update: On Monday March 1 the R2CC met. This group is comprised of 20 to 22 people which includes administrators, classified and faculty members. The committee discussed the Return to Campus plan for fall and spring 2022. The Instructional plan was also discussed. At the IAC meeting Dr. Torres presented to department chairs the idea that there is need to hear from every department to see what their interest is in terms of teaching on campus face to face. The hard to convert courses are being prioritized such as lab sciences, math placement, athletics, arts and performing arts. Departments chairs were asked to consider any necessary lecture classes. It will be difficult to know what will happen in the future, however many are optimistic due to the vaccines and working towards herd immunity over the next months. The campus is waiting to see what the new LA County Health guidelines will be. The group is looking to prioritize and collaborate with the office of Instruction in prioritizing where the greatest need is. Logistical capabilities also need to be looked at in terms of classified and administrative support. There will continue to be an overwhelmingly large Online and Online Live presence.
- Call to Action Resolutions: There are two resolutions listed on this agenda which were brought for to the Senate Executive Committee. The idea is to have well thought out and collaborative resolutions. If anyone has any ideas for other types of resolutions reach out to David.
 - i. DEI:
 - ii. Civic Engagement: More discussion will take place with Patti Robinson on another possible Resolution.
- ASCCC Spring 2020 Plenary Session: David is planning to attend the ASCCC Spring 2020 Plenary session. Colleges are being asked to advance resolutions for consideration for adoption statewide. This does not mean that resolutions need to be adopted locally first. There are one or two which may be advancing statewide. ASCCC also does not want resolutions submitted which replicate existing resolutions. The Senate Executive committee is looking to develop a process for streamlining the creation of statewide resolutions.
- AS Program Review: This item will come forward as a discussion item on the March 18th agenda. Last semester the Academic Senate was in support of using some of the unspent funds on a new dedicated laptop for Marilyn's position. This item has been purchased and will be delivered soon.
- Anyone who is interested in attending the plenary session please let Marilyn know. There may be some areas covered which overlap with areas on campus. Many colleges bring a group of faculty to plenary as there are many workshops presented. There are no travel costs it is just the registration fee of about \$275 per person. There are still unspent funds which for various people to attend.
- Adjunct Advisory Council: This council was developed by both Dr. Torres and David last semester as a way maintain and create greater dialogue and communication between adjunct faculty, the Office of Administration and the Academic Senate President. David will be reaching out to those who participated in this group to schedule a future meeting.

- Academic Senate Newsletter: Lisa Hooper mentioned the need to continue on with the Senate Newsletter. In the past both Marilyn and past President Rebecca Eikey were involved in the development of the newsletter. An update on the newsletter will be provided soon.
- BP&AP 5010 Dual and Concurrent Enrollment Update: There was a discussion at the last meeting regarding the idea of expanding availability of enrollment to 9th and 10th graders. Currently only 11th and 12th graders are allowed to enroll at COC through the Dual and Concurrent enrollment programs. There were many request for what should be the process for a structured framework moving forward. There was discussion regarding the consideration of changes to the current policy. There is a degree of autonomy involved in this matter. This item will return on a future agenda as a second discussion item.
- It is possible that more Presidents video reports will be created if the agendas continue to large with discussion and action items.

E. Unfinished Business

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

1. Mission Statement, David Andrus
2. Call to Action Resolutions
3. BP/AP 5010 Dual/Concurrent Enrollment

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 Meetings Spring 2021: March 18, April 1, April 22, May 6 & May 20
- [ASCCC Spring 2021 Plenary Session, April 15- April 17, 2021, Virtual Event](#)
- [2021 Career Noncredit Education Institute, April 30-May 2, 2021, Virtual Event](#)
- [ASCCC 2021 Curriculum Institute, July 7- July 9, 2021, Virtual Event](#)

H. Adjournment: 4:54 pm.