Academic Senate for College of the Canyons

September 22, 2016 3:00 p.m. to 4:50 p.m. BONH 330

A. **Routine Matters**
1. Call to order
2. Public Comment
3. Approval of the Agenda
4. Approval of the Consent Calendar:
    a) Academic Senate Summary for September 8, 2016 (pg. 3)
    b) Curriculum Summary for September 15, 2016 (pg.8)
    c) CASL/PR Committees Summary: (pg10.)
    d) Senate Executive Summary for September 8, 2016 (pg.12)
    e) Committee Appointments
        - Academic Senate
          https://www.canyons.edu/Offices/AcademicSenate/Documents/Copy%20of%20Sen.%20Comm.2016_17.xls
        - Collegial Committee
          https://www.canyons.edu/Offices/AcademicSenate/Documents/Copy%20of%20Collegial%20Committees%20201_17.xls
        - College Wide
          https://www.canyons.edu/Offices/AcademicSenate/Documents/Copy%20of%20College-Wide%20Comm.%202016_17.xls
5. Academic Senate President's Report, Rebecca Eikey
6. Academic Senate Vice President's Report, Teresa Ciardi

B. **Action Items**
1. Seniority List https://www.canyons.edu/Offices/AcademicSenate/Pages/Seniority.aspx
2. Proposed Calendar 2018/19 (pg.13)
3. Academic Senate Endorsement for Oktoberfest September 29, 2106 5:30 pm to 8:30 pm, proceeds will benefit the Emeriti Scholarship (pg.14)
4. Discipline Assignment for (pg.15):
    - Anna Jane Almeda, Biology
    - Justin Lundin, Physical Education
    - Christopher Boltz, Theatre Arts
    - Simon Kern, Communications Studies
5. Discipline Assignments for Adjunct Faculty (pg.19)
6. Biology – Accepting Equivalency #2 (pg.22)

C. **Other Report**
1. Statewide MOU entitled Law School Pathway – Nicole Faudree and Russell Waldon

D. **New Future Business**
1. (IE)^2 Committee Report as related to "Canyons Completes," Audrey Green & Daylene Meuschke
2. Non-Credit Curriculum Development, Lisa Hooper
3. Office Allocation Policy, Michael Dermody

E. **Unfinished Business**
1. Syllabus Survey
2. SCCRC Regional Plan

F. **Discussion Items**
  1. Discipline Memos – standardized requests (pg.22)
  2. BP 4235 and AP 4235 Credit by Exam, Michael Dermody and Jasmine Ruys (pg.23)
  3. Climate Survey Results
     https://www.canyons.edu/Offices/AcademicSenate/Documents/307%20Climate%20Survey%20Spring%202016%20Narrative%20and%20Appendices%20%281%29.pdf
  4. Administrative Retreat Rights (pg.27)
  5. Civic Engagement Steering Committee Operating Procedures (pg.28)

G. **Travel Reports**
  1. <u>Faculty Leadership Institute</u>
     a. Rebecca Eikey (pg.35)
     b. Teresa Ciardi (pg.39)
  2. <u>Curriculum Institute</u>
     a. Lisa Hooper (pg.40)
     b. Tricia George (pg.42)

H. **Announcements**
  - 2016 Academic Academy October Institute, October 7-8, The Westin South Coast Plaza, Costa Mesa
  - Area C Meeting October 15, Pasadena City College
  - MQ and Equivalency Regional Meetings, October 28, TBD
  - Academic Senate Fall Plenary November 3-5, The Westin South Coast Plaza, Costa Mesa
  - Formerly Incarcerated Student Regional Meetings, November 18- 19, TBD
  - Contextualized Teaching and Learning Regional Meetings, December 2- 3, TBD
  - Common Assessment Initiative Regional Meetings, December 9 - 10, TBD
  - Faculty Hiring Regional Meetings, February 10 - 11, 2017, TBD
  - Exemplary Program award http://www.asccc.org/events/exemplary-program-award-0 application deadline is 11/8/16
  - Hayward Award http://www.asccc.org/events/hayward-award-0 application deadline is 12/23/16
  - Norbert Bischof Faculty Freedom Fight Award http://www.asccc.org/events/nbfff application deadline is 2/1/17
  - Stanback-Stroud Diversity Awardhttp://www.asccc.org/events/stanback-stroud-diversity-award-0 application deadline is 2/3/17
  - Accreditation Institute February 17 -18, 2017 Napa Valley Marriott
  - Part Time Faculty Regional Meetings, February 24- 25, 2017, TBD
  - Area C Meeting March 17, TBD
  - Curriculum and Noncredit Regional Meetings, March 31, -April 1, 2017, TBD
  - Spring Plenary April 20 – 22, 2017 TBD
  - CTE Leadership Institute May 5 – 6, 2017 San Jose Marriott, San Jose
  - Faculty Leadership Institute June 15 – 17, 2017 Sheraton, Sacramento
  - Curriculum Institute July 12 – 15, Riverside Convention Center

Summary for the Academic Senate Meeting September 8, 2016

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

Dr. Buckley	X	Patty Robinson, Russell Waldon, Brenda Plona, Miriam Golbert, Kelly Burke, Cindy Stephens
Lita Wangen	X	
Dr. Wilding		
ASG: Amy Mori	X	
Brenda Plong	X	
VACANT, COCFA Designee		
Dan Portillo, AFT Designee		

A. **Routine Matters**
   1. Call to order: 3:05 p.m.
   2. Public Comment: N/A

3. Approval of the Agenda: Motion Philip Marcellin, seconded Deanna Riveira. Unanimous. Approved.
4. Approval of the Consent Calendar: Motion Deanna Riveira, seconded Erin Barnthouse. Unanimous. Approved.
5. Academic Senate President's Report, Rebecca Eikey:
   - ASCCC Leadership Academy o   My mentor is Ginni May, Math, Sacramento City College o   Professional Development College (http://asccc.org/pdc-online-courses) o   Online course offerings through Canvas include:
     - Focus on Career Technical Education (CTE) **NEW**
     - Program and Degree Proposals **NEW**
     - The Course Outline of Record (COR) **NEW**
     - Programs and Awards **NEW**
     - Curriculum 101: Introduction and Types of Courses **NEW**

   - Accreditation Taskforce o   Midterm Report due March 2017
     - Must go through governing bodies this semester
     - Writing Teams forming for addressing Recommendations

Recommendation 1. (Barry Gribbons, Jason Burgdorfer, Omar Torres, Daylene Meuschke) "In order to increase institutional effectiveness, and to be able to assess the degree to which the College's articulated goals are achieved, in a systematic cycle of evaluation, integrated planning, resource allocation, implementation, and reevaluation, the College is encouraged to align its program review and strategic plan with its performance indicators." Standards I.B.1, I.B.2, I.B.3, II.A.2.e, II.A.2.f

Recommendation 2. (James G-G., Kelly Burke, Daylene Meuschke) "In order to increase institutional effectiveness, the team recommends that the College develop a systematic, on-going evaluation of its Distance Education courses and programs. The team further recommends that the data from the evaluations be integrated into the assessment and planning cyle of the College at the course, program, and institutional levels to ensure quality." Standards I.B.5, II.A.2.a,c,d

Recommendation 3. (Barry Gribbons or Dr. Van Hook, myself, Nicole Faudree) "In order to increase institutional effectiveness, the team recommends that the College develop formal, written policies and procedures to ensure governance and decision-making structures and processes are regularly evaluated to ensure integrity and effectiveness, and that the College widely communicate the results of these evaluations and uses them as the basis for improvement." Standard IV.A.5

Recommendation 4. (Michael Wilding, Michael Dermody) "In order to increase institutional effectiveness, the team recommends that the Board formalize and adhere to a regular cycle of review for Board policies." Standards II.A.6.c; IV.B.1.b,e

     - o   Actionable Improvement Plans: Syllabus
       - Survey to faculty given last semester
       - Survey currently going out to students o   Actionable Improvement Plans: Faculty Handbook
       - Adjunct Faculty Handbook completed
       - FT Faculty Handbook – needs to be started – collaboration between COCFA, Academic Senate, and Academic Affairs
   - Committee on Committees o   Inventory of committees started o   Meeting held today

- Climate Survey – given to FT Faculty, Adjunct Faculty, and Classified/Confidential Staff o Results are going to be discussed at length in Executive Senate Meeting today o Currently discussing results with Classified Senate officers
    - o Plan to develop our own recommendations and bring those forward along with the complete report to the Academic Senate at the next meeting.
- PAC-B
    - o I will be working as the faculty co-chair this year. o I would like feedback on the Budget Development process from last year.
    - o The intention is to continue the visits to department chair meetings to help support budget development, in addition open office hours, and other training sessions are planned.
    - o There is money remaining from last year on Instructional Equipment.
- Interstate Passport o Paul Wickline has been serving as one of the ASCCC Appointees to this initiative. ▪ Use Outcomes-based model for allowing easier transfer for college students between the Western States (CA, HI, OR, ND, SD, UT, WY) – called Passport Learning Outcomes
        - ▪ This is part of a larger movement in the US to allow easier transfer between neighboring states.
    - o There is an application for participating in an Interstate Passport Pilot program where $25,000 will be allocated for faculty to determine which courses fit into which Passport Learning Outcome.
    - o The goal is to develop a Case Study of how the process would look like for other colleges to model, if they were interested in eventually becoming a Passport College.
    - o Participation in the Pilot Program does not mean the college has to become a Passport College.

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

Teresa asked about the Professional Development Minutes and Summary and wanted to know if this was helpful to have on the Senate agenda. Senators it was so we will have them on the agenda. Teresa also spoke on the Equity Workshop. She handed out information on the workshop below. She asked the Senators to think about it. It was also stated that we should not just think of the Hispanic we have many cultures on campus and it would be nice to address them all. This will come back to Senate as a discussion item in the future.

- ❖ Should Academic Senate take lead developing HIS mission/goals? COC is a Hispanic Serving Institution.
- ❖ Additional Bridge Workshops?
    Title V Funds
    Equity Funds
    Cinco de Mayo Celebration
- ❖ CA community college composition is 40%
- ❖ Are we an "Authentic Hispanic Serving Institution"?
    PD Theme?
    HIS culture workshops similar to veterans culture workshops?
- ❖ Idea: Latino mentors funded by equity

B. **Action Items**

1. Elections results for At-Large Senators for Jason, Burgdorfer, David Martinez, Saburo Matsumoto And Benjamin Riveira. No election was needed because we have grown in faculty and are allotted Another Senator. Motion Philip Marcellin, seconded by Lisa Hooper. Unanimous. Approved.

2. Election results for Adjunct Senators, Kimberly Bonfiglio, Mercedes McDonald and Noemi Beck-Wegner. Motion Deanna Riveira, seconded Rebecca Shepherd. Unanimous. Approved.

3. Department Chairs, Kevin Anthony, chair Real Estate and Christopher Boltz, chair Theatre for one Year term. Motion Garrett Hooper, seconded Teresa Ciardi. Unanimous. Approved.

4. Discipline Assignment for Lucia Pozo-Gravatt, Spanish. Motion Deanna Riveira, seconded Erin Barnthouse. Unanimous. Approved.

5. Tenure Committee Appointments: Motion to approve Rebecca Shepherd, seconded Teresa Ciardi. Approved.

6. Academic Senate Committees Appointments. Motion Teresa Ciardi, seconded Wendy BrillWynkoop. Unanimous. Approved. Academic Program Review Committee was not on the list.

7. Collegial Consultation Faculty Committees Appointments. Approve the names in "Red". The list was not the most accurate. This will come back with the correct listing.

8. College Committees/Operational Teams Appointments. The Facilities Planning Committee was not on the list. The list was approved with the addition. Motion Deanna Riveira, seconded Michael Sherry. Unanimous. Approved.

C. **Discussion Items**

1. The Doing What Matters Regional Plan for the South Central Coast Regional Consortium, Dr. Jerry Buckley

   The Senate welcomed Dr. Buckley and thanked him for the chairs that were purchased for the Faculty office. Many who work in the CTE area understand that there has been a revolution in terms of funding this year. For the first time ever the state legislators recognized the cost associated for certain types of programs offered through our colleges. They therefore allocated 200 million dollars to the colleges across the state and this will be ongoing. It will allow us to basically hire additional faculty, hire classified staff, purchase additional capital equipment and provide supplies over and above what we would normally have access to through our general fund or fund eleven budget. This is categorical funding to be used for CTE programs. This particular allocation may affect everyone, if less general fund money is needed by CTE. There is a link that Dr. Buckley will send out to the direct file for the draft of the Regional Plan. It is big document 175 pages, but there is an executive summary. Dr. Buckley is asking for our participation in looking at the plan online, looking at the content and realizing what it means to the campus overall. Doing What Matters according to the language in the trailer bill specifies that labor market data from the Centers of Excellence be used to support the creation the new programs or expanding additional programs. We won't have to replicate data information each time. He has spoken with Daylene Meuschke about putting up an annual posting of all labor market information for CTE programs. There will be micro-region meetings to discuss the development of the regional plan and these will have a town hall meeting format. We are inviting our partners as well as all of you to sit in and discuss the plan and help us make improvements. The meeting for Antelope Valley and College of the Canyons is Monday, October 17, 2016, 10:00 am to 1:00 pm at the Hyatt here in Valencia. We are inviting industry and business and inviting the AEBB people to coordinate that program. The plan is due in January 2017.

2. Proposed Academic Calendar for 2018/19, Garrett Hooper
   The proposed calendar was approved late spring. Then faculty members of the Academic Calendar Committee received an email from Jasmine Ruys on June 8, 2016 that we need to change the 18/19 calendar, because there was concern about the start of the winter session being on a Wednesday and how this would affect amount of class sessions and hours. A new proposed Academic Calendar with Winter starting on a Monday was submitted for review. If we start Winter on a Monday this pushes the spring semester as well as the dates for spring break. The new calendar would impact the Friday and Saturday classes. This would also cause us to lose a week in the summer which has more sections than the winter session. **NOTE**: Winter intersession started on a Wednesday in 2013. How did we manage to have enough instructional time during that winter intersession? Could we extend the time blocks for the classes. We will also have the same problem in 2020. A suggestion of extending the hours by 15 minutes seemed fine. Several Senators agreed they had to do the same thing in 2013. The Senator's suggestion would like to extend the classes by 15 minutes and keep the first proposed calendar that we had approved in late spring.

3. Education Code §87663, Rebecca Eikey
   (i) Governing boards shall establish and disseminate written evaluation procedures for administrators. It is the intent of the Legislature that evaluation of administrators include, to the extent possible, faculty. If there are revisions to the evaluations for administrators wouldn't it be nice if faculty could give their input. One senator said that he had attended a Q&A with the board when the question came up about evaluating administrators they were told that faculty did not have the skills to evaluate administrators. That confusing. The same thing could be said of students; do they understand everything that faculty do when they evaluate us? Just as student evaluations don't determine continued employment, it should be the same for administrators. Other colleges do this and it is in Ed Code. We should have had it years ago. The question is do we want a Resolution? Do we want to create a Taskforce Committee? Volunteers for this committee Cindy Stephens, Michael Dermody, Wendy Brill and Rebecca Eikey.

D. Other Report
   1. Tutoring Taskforce, Dr. Jerry Buckley
      We have done some really good work this year as an Academic team. How much money have we been earning for TLC.? Noncredit apportionment for every student that is receiving basic skills tutoring in that facility is going to fall significantly. Last year Dr. Buckley was serving as the region 6 CIO representative to our executive board and he had a voice in Sacramento talking about Funding. Colleges are going to be experiencing this change in apportionment funding. So why is it that ten years ago we were funded across all disciplines and then when the state realized were spending too much money on tutoring they simply reduced the investment of tutoring in Title V by adding two words "Basic Skills". A lot of people agreed with Dr. Buckley and he received a call from the Chancellor's office last month inviting him to chair at looking to change the funding model. What has been proposed by the Chancellor's office is moving those two words that will be a problem with the legislators because the realized that will be a blank check. Dr. Buckley   would like our help in crafting appropriate language that he can take statewide to basically   help modify Title V so that it give us the appropriate level funding for the types of tutoring   we are offering. Taskforce volunteers Patty Robinson. Please spread the word.

E. New Future Business: N/A

F. Unfinished Business
1. Syllabus Survey
2. BP 4235 and AP 4235 Credit by Exam **G. Announcements: N/A H.**
    Adjourned: 4:50 p.m.

CURRICULUM COMMITTEE SUMMARY

September 15th, 2016 **3:00 pm – 5:00 pm** **Bonelli Hall 330**

Members Present: Erin Barnthouse – Learning Resources; Mary Bates – Mathematics, Science and Health Professions; David Brill – Visual and Performing Arts; Tricia George – Humanities; Audrey Green – Administrative Co-Chair; Lisa Hooper – Faculty Co-Chair; Rhonda Hyatt – Kinesiology, Physical Education & Athletics; Julie Jacobson – Enrollment Services; Susan Ling – At large member; Anne Marenco – Social and Behavioral Sciences; Saburo Matsumoto – At large member; Rebekah Villafana – Adjunct Representative; Evis Wilson (Substitute for Patrick Backes)

Members Absent: Jasmine Ruys – Director or Admissions & Records and Online Services; Cindy Stephens – At large member

		NEW COURSE PROPOSALS – DISCUSSION OF NEED		
		The following new course proposals will be discussed at this meeting with the authors of the proposals to determine the need of adding the course to our curriculum. The course outline will not be reviewed at this meeting.		
Subject & Number	**Title**	**Rationale for New Course Proposal**	**Author**	**Effective**
INTERD-100	First Year Seminar	First-time, full-time College of the Canyons students only demonstrate approximately a 65% fall to fall persistence rate. This course, as part of the FYE Program, is designed to increase fall to fall persistence for these students by promoting intellectually engagement with college level work while providing high frequency interaction with faculty and support services. The fall to fall persistence with the previous FYE provide was 89%.	R. Eikey	TBD
SOCI-107	Introduction to Chicana/o Studies	Course is included in the Social Justice area of emphasis.	A. Marenco	TBD
SOCI-130	Introduction to LGBTQ+ Studies	Course is needed for the Social Justice ADT.	A. Marenco	TBD

-Motion to adopt the need and full review for the INTERD-100 new course proposal: Motion by Erin Barnthouse, second by Mary Bates. All in favor: Unanimous.
-Motion to adopt the need and full review for the SOCI-107 & SOCI-130 new course proposal: Motion by Rhonda Hyatt, second by Julie Jacobson. All in favor: Unanimous.

NEW PROGRAM PROPOSALS – DISCUSSION OF NEED

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

Program	Degree/Certificate	Description of Action	Author	Effective
Social Justice	A.A.-T Degree	Social Justice Studies is a new AA-T Area of Emphasis (AOE).	A. Marenco	TBD

-Motion to adopt the need and full review for the Social Justice A.A.-T new program proposal: Motion by Julie Jacobson, second by Mary Bates. All in favor: Unanimous.

MODIFIED COURSES – CONSENT CALENDAR

The following modified courses were reviewed, and recommended for approval as part of the Consent Calendar of this agenda, in a technical review session on September 8th, 2016 by the following curriculum committee members: Lisa Hooper, Tricia George, and Rhonda Hyatt. These courses will not be reviewed during this committee meeting, and the authors of the following courses are not required to attend this meeting.

Subject & Number	Title	Description of Action	Author	Effective
ARCHT-096L	Architectural Drafting CAD Lab	**Changed title**, revised description, **revised SLO**, revised objectives and content.	D. Minarsch	Fall 2017
CMPNET-166	MCSA Prep 1	Revised objectives and content.	L. Hilliard	Fall 2017
CMPNET-167	MCSA Prep 2	Revised objectives and content.	L. Hilliard	Fall 2017
GEOL-105	Geology of California	**Revised SLO**, revised objectives and content, updated textbook, **added DLA.**	J. Burgdorfer	TBD

NEW DISTANCE LEARNING ADDENDUMS – CONSENT CALENDAR

The following is a summary of new Distance Learning Addendums (DLA's) that were reviewed in the technical review session on September 8th, 2016 and recommended for approval as part of the Consent Calendar of this agenda. The authors of the following new DLA's are not required to attend this meeting.

Subject & Number	Title	Type of Delivery	Author
GEOL-105	Geology of California	100% Online, Online/Hybrid.	J. Burgdorfer

-Motion to approve all Consent Calendar Items on the September 15th, 2016 Curriculum Committee Agenda; Motion by David Brill, second by Mary Bates. All in favor: Unanimous.

Discussion Items:

- **Chairs Reports.** Lisa Hooper gave a PowerPoint Presentation updating the committee on the following points: Revision of curriculum workshops, C-ID feedback, Program Viability concerns, and repackaging of curriculum.
- **The Role of Curriculum in Maintaining Your Institution's Financial Aid Eligibility Training Workshop.** September 22nd, **Irvine, CA. Repackaging of Existing Curriculum.** Lisa Hooper will be attending this meeting.
- **Passport Initiative (Cindy Stephens).** Item tabled until the next curriculum committee meeting.
- **Process of Reviewing New Course Proposals.** There was a discussion regarding the need of asking faculty to come to 2 curriculum committee meetings to have a new course proposal discussed and reviewed. The following procedure was proposed:
  LEVEL 1 – New curriculum gets to Stage 7 and the author is invited to present a proposal to our committee. If we agree to review said curriculum, it moves to LEVEL 2.
  LEVEL 2 – The new curriculum is sent through Tech Review. Non-substantial revisions are suggested to the author OR the course is sent back. This is same process we currently employee for revised courses. If the non-substantial revisions are accepted by the author, the course moves to LEVEL 3. If the course is sent back, it will return at LEVEL 2.
  LEVEL 3 – It is placed on the agenda as NEW and reviewed by the entire committee, but without the author present. It is my belief that the curriculum should be of such good quality that this final "review" is more *informative* than analytical. I do believe NEW courses should be approved by a full committee, but I do not want to second-guess my colleagues work (audit trail and tech review). The rationale for this proposed change to the process is to meet two objectives: 1) reduce the number of visits an author must make to our committee, and 2) to strengthen the role, and quality, of our TECH REVIEW process.
- **eLumen Update.** The data upload of all of our course and program information in currently happening into the new eLumen curriculum management system.

New Courses - Includes ISA's	-0-	Modified Non Credit Courses	-0-	Modified Prerequisites	-0-
New Programs	-0-	New DLA's	1	Deleted Courses	-0-
Modified Courses	4	New SLO's	-0-	Deleted Programs	-0-
Modified Programs	-0-	Modified SLO's	2	Proposals Reviewed in Technical Review Session	6
New Non Credit Courses	-0-	New Prerequisites	-0-	Proposals Returned from Technical Review Session	2

CASL/PR Summaries

Aug. 24, 2016

1. Vision for 2016-17
    a. Finish all ISLOs via Days of Assessment by June 2017. Have a pilot norming group begin to use the ISLOs with signature assignments
    b. Co-coordinators will visit Schools to outreach to Depts for group or one-on-one work
2. Data coaching ongoing with Daylene and Cindy.
3. Training through CETL for Assessment Training
4. eLumen-roll out of Curriculum and SLO Assessment. As eLumen is developed there will by pilot courses to submit SLO data, training on PR, assistance with construction of eLumen (there are implementation committees forming). For now, those entering ACCJC report information, and courses doing SLO assessment continue with Curricunet unless part of a pilot.
5. CASL/PR website: Website is under re-organization. Approved ISLOs are posted.
6. Program Review: Lengthy discussion regarding the PR cycle and the development and implementation of eLumen. Should year 3 be completed or deferred? How is the budget process working and what changes or improvements could be made? One time funds available now were discussed along with a process that would coordinate what has been funded, what needs are still there, what new needs have arisen since the last cycle, etc. What about CTE? It was decided to table this until the next meeting.

Sept. 14, 2016

1. Days of Assessment dates are set. 11/4 and 11/5, 2016. There will be a pre-workshop on Friday the 4th from 9-10:30 for those new to the process. Friday is 9-3:30, Sat. is 9:30-2:00. Need to have presenters volunteer, confirm funding, and invite previous attendees and new faculty to work on the ISLOs-finalize Critical Thinking, Effective Communication, and begin on the Next ISLOs.
2. Kelly and Cindy are visiting Schools.
3. Kelly is presenting to Synergy (9/15)
4. Mid-term report to ACCJC is due from CASL/PR. Jerry requests information/evidence for the AIP, he will write the paragraph needed.
5. CPT requested an eLumen demo. It was recommended that this will happen, but the timing is a little premature. It was also recommended that a principle from eLumen present to CPT when the time comes. In addition it was requested that eLumen quickly provide a marketing piece for college wide use.
6. Discussion of AUOs and whether a 3 year cycle is too long, and the need for an umbrella resource to aide in the interface of SLOs, Student Services and AOU.
7. Daylene presented an overview of Tableau, our new interactive data visualization tool. It is still in the building process, but information is available and accessible. Tableau will be integrated with eLumen.
8. Data Coaching is ongoing.
9. Program Review: The discussion regarding the PR cycle was continued from the last meeting. This included pros and cons of scenarios, the CTE issue of needing to complete theirs regardless, the budget piece of all annual updates, potential changes to the budget cycle (there is a need for ongoing budget requests, a need for having equipment on a replacement cycle—IT does this), and making terms and language for doing budget and request more clear (and additional training needed), especially equipment requests. In the end, the committee decided to complete year 3. The committee tentatively agreed that since Year 1 will be a transition year into eLumen, and if eLumen is not ready for a complete year 1, there will be a year 4 update.

Senate Executive Committee Summary, September 8, 2016

Present: Rebecca Eikey, AS President; Teresa Ciardi, AS Vice President; Miriam Golbert, Chair Honors Committee; Jason Burgdorfer, Chair Program Review; Michael Sherry, Chair Elections Committee; Michael Dermody, Chair Policy Review; Claudia Acosta, Co-Chair CPT, Cindy Stephens, CASL Co-Chair; Wendy Brill-Wynkoop, COCFA President, Mauricio Escobar, Classified Senate; Kimberly Bonfiglio, Adjunct Senator

The Climate Survey Results were discussed and the following recommendations were generated:

a) We recommend that the college use a national 3rd-party survey instrument in the immediate future - this will allow for national comparisons and expansion of questions for more meaningful assessment of climate and culture at COC.

b) We recommend the Academic Senate will revise the Adjunct and FT Faculty Handbooks to include information about Committees (how to join, purpose, etc.)

c) We recommend that the Board revise the policies related to the evaluation of all administrators to be a 360-evaluation, where "360 Degree Feedback is a system or process in which employees receive confidential, anonymous feedback from the people who work around them. This typically includes the employee's manager, peers, and direct reports."

d) We recommend increased professional development activities related to leadership, conflict resolution, effective collaboration techniques & communication. Perhaps the IEPI Leadership Development Grant will be a joint opportunity to create such a program

A request has been sent to ASCCC for a Site Visit to COC – related to Min Quals & Equivalencies. This will be an opportunity to discuss process for Min Quals & Equivalencies and learn from other districts. John Freitas, ASCCC Chair of Standards and Practices Committee is the contact and a possible date for this collaboration is being discussed with John.

There needs to be continued discussion related to the placement of committees – under Academic Senate or College-wide – and whether the group is a committee or taskforce. [This group did not have much time to discuss – tabled.]

**College of the Canyons
Academic Calendar – 2018/19**

PROPOSED

Fall 2018

Month	Event	
August	Mandatory Opening Day (Employees only)	August 17 (Friday)
	First Day of Fall Semester	August 20 (Monday)
September	Labor Day Holiday	September 3 (Monday)
November	Veterans Day Holiday (Observed)	November 12 (Monday)
	Thanksgiving Day Holidays	November 22-November 25 (Thurs. – Sun.)
December	Last Day of Fall Semester	December 8 (Saturday)
	Campus Closed	TBD

Winter Intersession 2019

Month	Event	
January	New Year's Holiday	January 1, 2019 (Tuesday)
	First Day of Winter Term	January 2, 2019 (Wednesday)
	Martin Luther King Holiday	January 21 (Monday)
February	FLEX Week (Employees Only)	January 28 – February 2 (Monday to Friday)
	Last Day of Winter Term	February 2 (Saturday - 5 weeks)

Spring 2019

Month	Event	
February	First Day of Spring Semester	February 4 (Monday)
	Lincoln/Washington Holidays	February 15-18 (Friday to Monday)
March-April	Spring Break	April 1 – 7 (Monday – Sunday)
May	Memorial Day	May 27 (Monday)
June	Last Day of Spring Semester	May 30 (Thursday)
	Graduation	May 31 (Friday)

Month	Event	Date
June	Start of Summer session	June 3 (Monday)
July	Independence Day	July 4 (Thursday)
August	Last day of Summer	August 17

Please join us in support of the Emeriti Scholarship! See below for details.

Oktoberfest 2016

Thursday, September 29th 5:30–7:30pm, UCEN Lobby

This Event is a Fundraiser for the Emeriti Scholarship, which benefits Students of COC Employees

Eat German Food!　　**Play Fun Trivia!**　　**Win Great Prizes!**

COC edition!

Buy raffle tickets ($10/arm length) to win one of our more than 20 fantastic raffle items

Purchase Tickets through the COC Foundation Webpage*
(*indicate donation is for Oktoberfest 2016)

- $20/ticket: purchased by Sept. 26th (get 5 raffle tickets with pre-order)
- $25/ticket: at the door

Each ticket buys an assortment of German food & 2 drinks (beer/wine/non-alcoholic). Net proceeds support the COC Emeriti Scholarship.

Follow the link below for the foundation website. In the Donation information box, please specify the dollar amount for the number of tickets and select "Other" at the bottom of the box and type Oktoberfest 2016. The Interdisciplinary Committee thanks you in advance and we hope to see you September 29th!

https://www.canyons.edu/Offices/Foundation/Pages/Donate.aspx

HUMAN RESOURCES OFFICE

Date:	September 14, 2016	Senior Human Resources Generalist (Faculty)
To:	Rebecca Eikey	Subject:Discipline Assignment – Anna Jane Almeda
	President, Academic Senate	
From:	Yvette Pesina-Vazquez	

The following information is provided for discipline assignment:

Anna Jane Almeda

Ms. Almeda has been hired as Biology Instructor effective start date 8/12/16. The following is provided for discipline assignment:

- BS in Biological Sciences, UC Irvine
- MS in Physiological Science, UCLA

It would appear that Ms. Almeda qualifies for the discipline(s) of:

☐Biology

Date:	9/14/2016
To:	Rebecca Eikey
	President, Academic Senate
From:	Yvette Pesina-Vazquez
	Sr. Human Resources Generalist
Subject:	Discipline Assignment for Justin Lundin

HUMAN RESOURCES OFFICE

The following information is provided for discipline assignment

Mr. Justin Lundin:

Mr. Lundin has been hired as a full-time Physical Education Instructor/Head Coach, Women's Soccer, effective 8/12/16.   The following is provided for discipline assignment.

- M.S., Kinesiology/Exercise Physiology, CSUN
- B.A., Kinesiology/Physical Education, CSUN
- 9.4 years as a Self-employed Soccer Director and Coach
- 10 years as an Adjunct Physical Education Instructor/Head Women's Soccer Coach at COC

It appears Mr. Lundin qualifies for the discipline of:

- **Physical Education**

Date:	September 19, 2016
To:	Rebecca Eikey
	President, Academic Senate
From:	Linda Clark
	Senior Human Resources Generalist (Faculty)
CC:	Christina Chung, Director, Human Resources
	Lita Wangen, Administrative Assistant to the Academic Senate

Subject:Discipline Assignment – Christopher Boltz

The following information is provided for discipline assignment:

Christopher Boltz

Mr. Boltz has been hired as a Technical Theatre Instructor, effective start date August 12, 2016. He meets the minimum qualifications listed below.

The minimum qualifications for a Technical Theatre Instructor are:

- Possession of an unexpired California Community College Instructor Credential in Theatre or
- Master's or Master of Fine Arts in drama/theatre arts/performance or
- Bachelor's or Bachelors of Fine Arts in drama/theatre arts/performance AND Master's in comparative literature, English, communication studies, speech, literature, or humanities or ☐Equivalency Option #1 & Option #2

The following is provided for discipline assignment:

- Master of Fine Arts in Theatre from University of Southern California It would appear that Mr. Boltz qualifies for the discipline(s) of:

- **Theatre Arts**

HUMAN RESOURCES OFFICE

Date: September 19, 2016

To: Rebecca Eikey

                President, Academic Senate

From: Linda Clark

                Senior Human Resources Generalist (Faculty)

CC: Christina Chung, Director, Human Resources

                Lita Wangen, Administrative Assistant to the Academic Senate

Subject: Discipline Assignment – Simon Kern

The following information is provided for discipline assignment:

Simon Kern

Mr. Kern has been hired as a Communication Studies (Forensics) Instructor, effective start date August 12, 2016. He meets the minimum qualifications listed below.

The minimum qualifications for a Communication Studies (Forensics) Instructor are:

- Possession of an unexpired California Community College Instructor Credential in Communication Studies or
- Master's degree in speech, speech broadcasting, telecommunications, rhetoric, communication, communication studies, speech communication, or organizational communication or
- Bachelor's degree in speech, speech broadcasting, telecommunications, rhetoric, communication, communication studies, speech communication, or organizational communication and Master's degree in drama/theater arts, mass communication, or English or
  ☐ Equivalency Option #1 & Option #2

The following is provided for discipline assignment:

- Master's degree in Communication Studies from California State University, Northridge It would appear that Mr. Kern qualifies for the discipline(s) of:

- **Communication Studies**

Part Time Faculty with MQs

Name	Position Title	Meet MQ's
Rumley, Joseph	Adjunct Accounting	MA Business, Pepperdine University
Crowe, Lee	Adjunct Animation	MA Illustration, Savannah College of Art and Design, plus over 10 experience
Ayoub-Mendez, Sandra	Adjunct ASL	BA Deaf Studies, CSUN, plus over 2 years exp.
Travouillon, Tony	Adjunct Astronomy	Ph.D Astrophysics, IDRF Evaluation
Iniguez, Jorge	Adjunct Biology	Ph.D Biology, UC Irvine
Kwok, Ernest	Adjunct Biology	Ph.D Plant Molecular Biology, Cornell University
Ludwig, Kirsten	Adjunct Biology	PhD Microbiology, University of Virginia
Preza, Gloria	Adjunct Biology	Ph.D Cellular & Molecular Biology, UCLA
Thon, Vicki	Adjunct Biology	Ph.D Microbiology, University of MissouriColumbia
Ziv, Nurit	Adjunct Biology	MS Physiological Science, UCLA
Issa, Yasser	Adjunct Business	MA Public Administration/Public Sector Management and Leadership, CSUN
Quire, Gary	Adjunct Business	MA Business Administration, University Redlands
Markarian, Maral	Adjunct CAWT	BA Art, University of Lavern, plus two years exp.
O'Conner, Zaida	Adjunct CAWT	MA Information Systems, University of Phoenix
Feiler, David	Adjunct Chemistry	Ph.D Chemistry, UCLA
Lakshminarayanan, Kamatchi	Adjunct Chemistry	Ph.D Applied Physics, University of Rostock
Rome, Lauren	Adjunct Communication Studies	BA Communication, CSULA, 20 Semester Units in a Communication Studies Graduate Program
Juneja, Urvashi	Adjunct Computer Science	MS. Computer Science, CSULA
McFarland, Ronald	Adjunct Computer Science	Ph.D Computer Technology, Nova Southeastern University

Macaranas, Mildred	Adjunct Counselor (Financial Aid)	MA Counseling Psychology, Mount St. Mary's University
Grattidge, Shoshana	Adjunct ECE	MA Education/Educational Psychology, CSUN
Listro, Tina	Adjunct ECE	BA Child Development, CSUN, MA Education/Educational Psychology, CSUN
Munguia, Monica	Adjunct ECE	MA Special Education Early Childhood, CSUN
DeLuca, Peter	Adjunct Economics	BA Economics, Columbia University, MA Business Administration, DeVry University
Robertson, Tony	Adjunct Economics	MA Business Administration, CSU Bakersfield
Lopez, Lizette	Adjunct Education	MA Education/Educational Psychology, CSUN
Siner-Byers, Michele	Adjunct Education	MA Education, Claremont Graduate University
Rogers, Christopher	Adjunct Emergency Medical Technical	BS Public Health, CSUN, plus over 2 years exp.
Sullivan, Teresa	Adjunct Emergency Medical Technician	Ed.D Walden University plus over 2 years exp.
Absalon, Merquisedet	Adjunct Engineering	BS Engineering CSUN, plus over 2 years exp.
Barker, Tim	Adjunct Engineering	MS Electrical Engineering, CSULA
Shin, Hans	Adjunct Engineering	MS Materials Engineering, CSUN
Swarup, Ashitosh	Adjunct Engineering	MS Electrical Engineering, UCLA
Francois, Angeli	Adjunct English	MA English, National University
Srinvasa, Asha	Adjunct Environmental Studies	MS Civil Engineering, UCLA
Thomasson, Brian	Adjunct History	PhD History, UC Santa Barbara
Heller, Debra	Adjunct Interior Design	BFA Interior Architecture, Woodbury University

Wolfe, Michael	Adjunct Interior Design	BA Theater, Pomona College plus 2 + years exp.
Gabay, Leora	Adjunct Kinesiology/Physical Education	MS Kinesiology CSUN

Rieck, Garrett	Adjunct Kinesiology/Physical Education	MS Kinesiology, CSU Chico
Tehrani, Farzad	Adjunct Kinesiology/Physical Education	MS Kinesiology, CSUN
Abed, Karineh	Adjunct Math	MS Mathematics, CSULA
Anahit Asadyan	Adjunct Math	MS Applied Mathematics, Yerevan State University
Kim, Alvin	Adjunct Math	MS Mathematics, Claremont University
Moss, Jason	Adjunct Math	MS Mathematics, University of Copenhagen
Riasti, Mohamadreza	Adjunct Math	MS Mathematics, University of Alabama at Birmingham
Berberyan Toros	Adjunct Mathematics	MS Applied Statistics, CSU Long Beach
Hernandez, Beverly	Adjunct Mathematics	MS Mathematics, CSUN
Tran, Chinh	Adjunct Mathematics	MS Mathematics, CSU Channel Islands
Van, Karen	Adjunct Medical Laboratory Technician	BS Medical Technology, Michigan State University
Wamboldt, James	Adjunct Nursing	MS Nurse Education, Western governors University
Jafari, Hamid	Adjunct Ph.D Engineering	Ph.D Biological & Agricultural Engineering, North Carolina State University
Fleming, Natalie	Adjunct Physical Education	MA Kinesiology, CSUN
Heim, Mike	Adjunct Physical Education	MA Sport Fitness, United States Sports Academy
Broder, Joseph	Adjunct Physical Education/Coaching	BA Anthropology/Sports Management, UC Santa Barbara and at least 2 years' experience (Basketball)
Jovel, Adonay	Adjunct Physical Education/Coaching	BA Kinesiology, CSUN and at least 2 years' experience (Soccer)
Oseransky, Seth	Adjunct Physical Education/Coaching	BA Organizational Leadership, Cal Lutheran and at least 2 years' experience (Football)
Phillip Puathasnanon	Adjunct Physical Education/Coaching	BA History, CSUN and at least 2 years' experience (Volleyball)
Alshawa, Ahmad	Adjunct Physical Science	Ph.D Chemistry, UC Irvine
Yassin, Kemal	Adjunct Physics	MS Physics, CSUN

Berrenson, Eric	Adjunct Psychology	MA Psychology, Phillips Graduate Institute
Cruz, Luciano	Adjunct Sociology	MA Sociology, San Diego State
Goldberg, Siobhan	Adjunct Sociology	MA Sociology, CSUN
Harris, Brandon	Adjunct Sociology	MA Sociology, CSU Dominguez Hills
Sabbah, Karen	Adjunct Sociology	MA Sociology, CSUN
Stembridge, Sarah	Adjunct Sociology	MA Sociology, CSUN

Biological Sciences Minimum Qualification: Master's degree in any biological science OR bachelor's degree in any biological science AND Master's degree in biochemistry, biophysics, or marine science

Biology Department is now also accepting Equivalency Option 2:

An official transcript documenting successful completion of a Bachelor's degree from an accredited institution of higher education in the requested discipline AND official transcripts documenting successful completion of a minimum of 18 semester units in discipline-specific graduate level courses in the requested discipline AND current enrollment in a Master's degree program in the requested discipline with the Master's degree to be completed within 24 months from the hire date.

Discipline Memos Standardized Requests

MQ&E committee meeting minutes from September 14, 2015

Discipline assignment memo sheets submitted to academic senate will now include the following to accurately reflect that the faculty member hired has met MQ&E:

- How the faculty member qualifies for the discipline
- The discipline assignment(s) for the faculty member
- The MQ&E for the specified discipline as listed in the current MQ&E handbook

Memo sheets will also reflect discipline assignments only for the position the faculty was hired. If faculty requests additional discipline assignments and they meet MQ&E, the assignment will be included in the memo sheet.

BP ~~5905~~ 4235   CREDIT BY EXAMINATION

Reference: Title 5 Section 55050

4235.1 Credit may be earned by students who satisfactorily pass authorized examinations. The Santa Clarita Community College District Chancellor shall establish administrative procedures to implement this policy.

4235.2 Credit by Examination is a method of assessing the entirety of a particular course as defined by its course outline of record. The primacy of Credit by Exam is shared and resides within the Office of Instruction substantively, and the Office of Admissions and Records, procedurally.

5905.1   Credit by Examination may be granted for proficiency previously accomplished by other than an accredited institution; for study; travel; or other experiences in College of the Canyons approved courses. Units and grade points earned shall be counted toward the Associate degree.

5905.2   Units earned by Credit by Examination are not considered as units completed in residence and will not be used for reports to insurance companies or other similar agencies.

5905.3   Students must obtain permission from the division dean or department chair from which the course is offered Department chairs (or division deans) will forward the results of the examination to the Admissions and Records Office for processing and recording.

5905.4   Requirements for Credit by Examination:

          A.   Students wishing to receive credit by examination must be in good academic standing at College of the Canyons and be currently enrolled in a minimum of 3 units.

          B.   Petitions for credit by examination in approved courses must be submitted before fifty percent of the term. Grades for courses taken through credit by examination are due in the Admissions and Records Office by the last day of finals for the semester or term.

          C.   Courses taken through credit by examination are subject to A – F grading. Incompletes, withdrawals, or no-pass grades are not allowed.

          D.   Unit credit may not be granted after credit has been earned for a more advanced College of the Canyons course. Additionally, unit credit may not be granted for prerequisites once the more advanced course has been completed.

          E.   A second examination may not be attempted for the same course, but the course may be taken for credit following regular enrollment requirements.

          F.   The student must be eligible to take the particular course for credit in terms of any prerequisites and other enrollment requirements.

          G.   A maximum of 18 units may be awarded through credit by examination.

          H.   Resident, non-resident, and international students will be charged the current enrollment fee at the time of exam plus an additional $9.00 per unit processing fee. Students will be charged these fees prior to the time the examination is attempted.

I.   ~~Credit by exam fees must be paid prior to taking the exam. Fees are non-refundable.~~

J.   ~~High school students enrolled in an approved high school articulated course with the Santa Clarita Community College District may be awarded college credit via Credit by Examination.~~

> ~~o   Students must have the Petition for Credit of Articulated Coursework for High School Students, received from the high school, completed and turned in to the Admissions and Records office during the first semester of enrollment.   o   Credit for the course will be given at the time the student enrolls in the course with the Santa Clarita Community College District and will appear on the student's official transcript of record.~~

AP 4235   CREDIT BY EXAMINATION

Reference: *Title 5 Section 55050*

4235.1   Credit by Examination may be granted only to a student who is registered at the college and in good standing and only for a course listed in the college catalog. Units and grade points earned shall be counted toward the Associate degree.

4235.2   Units earned by Credit by Examination are not considered as units completed in residence and will not be used for enrollment verification or reports to insurance companies or other similar agencies.

4235.3   The nature and content of the examination shall be determined solely by District faculty in the discipline who normally teach the course for which credit is to be granted in accordance with the course outline of records approved by the curriculum committee. The faculty shall determine that the examination adequately measures mastery of the course content as set forth in the course outline of record. The faculty may accept an examination conducted at a location other than the community college for this purpose.

4235.5   Requirements for Credit by Examination:

A. Students wishing to receive credit by examination must be in good academic standing or have no academic standing at College of the Canyons and be currently enrolled in a minimum of one course.

B. Petitions for credit by examination in approved courses must be submitted before fifty percent of the term. Grades for courses taken through credit by examination are due in the Admissions and Records Office by the last day of the semester or term.

C. Courses taken through credit by examination are subject to A – F grading, unless the course is only offered Pass/No Pass option. Incompletes, withdrawals, or no-pass grades are not allowed.

D. ~~Unit credit may not be granted after credit has been earned for a more advanced College of the Canyons course. Additionally, unit credit may not be granted for pre-requisites once the more advanced course has been completed.~~

E. A second examination may not be attempted for the same course, but the course may be taken for credit following regular enrollment requirements.

F. The student must be eligible to take the particular course for credit in terms of any prerequisites and other enrollment requirements.

G. A maximum of 18 units may be awarded through credit by examination.

H. Resident, non-resident, and international students will be charged the current enrollment fee at the time of exam plus an additional $9.00 per

unit processing fee. Students will be charged these fees prior to the time the examination is attempted.

I. Credit by exam fees must be paid prior to taking the exam. Fees are nonrefundable.

J. The student's academic record shall be clearly annotated to reflect that credit was earned by examination.

4235.7   High school students enrolled in an approved high school articulated course with the Santa Clarita Community College District may be awarded college credit via Credit by Examination.

A. Students must have the Petition for Credit of Articulated Coursework for High School Students, received from the high school, completed and turned in to the Admissions and Records office during the first semester of enrollment.

B. Credit for the course will be given at the time the student **completes the high school articulated** course with the Santa Clarita Community College District and will appear on the student's official transcript of record. **The course will be notated with a letter grade.**

Approved xxx

Retreat Rights

Tenured Administrators

1-Jul-88	Van Hook, Dianne	Psychology, counseling and Guidance, Education
23-Aug-89	Stewart, Diane	Child/ECE, Education
11/1/1989	Green, Audrey	Counseling, Education
5-Jan-98	Mahn, Mojdeh	Mathematics
19-Jul-99	Glapa-Grossklag, James	History, Humanities, Education
10-Jan-00	Waldon, Russell	Business Law and Management
8/19/2002	Pescarmona, Denee	English
8/12/2005	Cheng-Levine, Jia-Yi	English
8/18/2008	Wickline, Paul	Theatre #2, English #2, Education
8/17/2012	McCutcheon, Andy	English

Retreat Right Administrators

28-Oct-91	Joslin, Mike	Counseling and Guidance, Journalism(E1)
5-May-97	Wilding, Mike	Anthroplogy, Education
22-Nov-99	Gribbons, Barry	Education, Psychology(E1)
26-Nov-01	Michaelides, Anthony	Psychology, Counseling(E1)
8/11/2004	Fiero, Diane	Psychology(E1) Sociology(E1)
9/5/2006	Houser, Kristin	Business, Psychology
24-Sep-07	McLean, Steve	Administration of Justice
1-Oct-07	Theule, Ryan	History
1-Apr-08	Wood, Murray	Counseling
12-Aug-10	Torres, Omar	Chemistry
8/8/2011	Dominguez, Carmen	Music/Theatre(E3)
8/12/2010	Makevich, John	Atmospheric Sciences, Earth Science
8/1/2013	Buckley, Jerry	Biology, Education
12/9/2013	Schallert, Lawrence	Psychology, Counseling, Philosophy (E1)
8/21/2015	Young, Micah	Doctor of Medicine, Biology
8/18/2015	Weston, Brian	Computer Applications & Web Technologies (CAWT), Computer Networking
8/31/2015	McFarland, Ronald	Comp. Science #1, Comp. Applications & Web Technologies (CAWT), Computer Newtworking
		Business, Education, Interdisciplinary Studies
4/13/2014	Manual, Mary	Nursing, Nursing Science, Health, Health Services Director/Coordinator/College
		Nurse Health & Safety
	Bogna, Gina	
1/28/2013	Marshall, Renee	Child Development/ECE, Education

8/18/2014	Goodman, Jeremy	Mathematics
	Forrest, Jeff	VP Economics
	Amy Foote	

College of the Canyons
Civic Engagement Steering Committee
Operating Procedures

I. Mission Statement

The Civic Engagement Initiative at College of the Canyons fosters civic knowledge, social responsibility, civility, and mutual respect among the campus community to transform self and society. Civic literacy is enhanced through campus and community partnerships which emphasize the public good at local, national, and global levels and helps to create "citizens of the world." Civic scholarship can be achieved through a variety of methods, such as critical thinking, reflection, community-based learning, and service-learning, available through curricular and co-curricular activities.

II. Vision Statement

The Civic Engagement Initiative at College of the Canyons is dedicated to bridging theory with practice to create a "civic-minded" culture which fosters democratic thought and action for the public good. Fostering collaboration, volunteerism, and critical thinking, students, faculty, staff, and community will serve as civic leaders to bring attention of social issues to others. Through social awareness, an empowered citizenry can confront issues of inequity facing person, place, and environment. Emphasizing the use of High Impact Practices (HIPs) throughout curricular and cocurricular activities, opportunities to build inclusion and unity are enhanced.

III. Philosophy

Demonstrate an understanding of civic knowledge, diversity, and equity by exercising a philosophy of civic engagement, personal leadership, and social responsibility to confront community, national, and global issues in order to foster the public good.

IV. Shared Governance

The Civic Engagement Steering Committee reports to the Academic Senate.

V. Scope and Duties

Working in tandem with the Center for Civic Engagement, the overarching responsibilities of the Civic Engagement Steering Committee include but are not limited to:

a. Assisting in the development of a civic engagement activity calendar.
b. Embedding civic engagement throughout the campus community through curricular and co-curricular activities.
c. Creating a civically-engaged campus which will promote a life-long commitment to civic engagement and social responsibility.
d. Fostering a civic identity among students, faculty, and staff.
e. Increasing civic awareness, literacy, and action throughout the campus.
f. Assessing outcomes through institutional measures and metrics.
g. Utilizing campus partnerships and presentations to increase civic awareness and literacy.
h. Incorporating community partnerships with local agencies and government organizations, as well as individuals.
i. Promoting student success, retention, and completion through civic knowledge and engagement, including, but not limited to such activities as:

- Classroom Instruction
- Discussion of Current Events and Controversial Issues
- Community-Based Learning/Service-Learning
- Extracurricular Activities and Excursions

- Co-Curricular Activities between Student Services and Academic Affairs
- Student Participation in School Governance
- Partnership with Local School Districts
- Simulations of Democratic Processes

j. Confirming student success of civic engagement knowledge and awareness through the use of rubrics and assessment measures.

k. Promoting civic engagement workshops and events among campus-wide staff and community members through professional development opportunities.

VI. Responsibilities of Membership

Working in tandem with the Center for Civic Engagement, the more specific responsibilities of the Civic Engagement Steering Committee include, but are not limited to:

a. Attend and fully participate in regularly scheduled committee meetings, as well as attend at least *one* civic engagement function per semester.

b. Arrive to meetings ready to provide ideas and engage in informed and thoughtful dialog of activities and events.

c. Identify, suggest, and assist with the creation of activities and workshops associated with civic engagement events, including those organized for students, faculty, staff and/or community.

d. Assist with identifying speakers for guest presentations and student, faculty, staff and/or community training sessions and workshops.

e. Serve as civic engagement liaisons to the campus community, including academic schools, while providing information about the civic and community engagement initiative and its goal to foster student success.

f. Promote cross-, multi-, and inter-disciplinary collaborations among faculty who are interested in addressing themes of civic engagement or single-issue social topics.

g. Work with faculty and faculty club advisors to assist in embedding civic engagement activities, assignments, and volunteer opportunities into classes and clubs.

h. Evaluate and assess activities, workshops, and events to maximize potential learning.

i. Plan and facilitate civic engagement faculty training workshops specifically organized to help faculty embed components of civic engagement into their classes, including assessment rubrics.

j. Serve a minimum of one full academic year as a committee member; however, if unforeseen circumstances arise, a member may step down from the committee at any time during the year. With the consent of the committee, the member may rejoin the group.

k. Work in collaboration with campus groups, schools, and departments to foster increased civic literacy across the campus environment.

l. Work to provide outreach to the campus and the SCV community regarding civic engagement activities and events.

m. Make decisions reflecting the best interest of the campus community, including curricular and co-curricular areas.

VII. Responsibilities of the Committee Co-Chairs

a. Faculty co-chairs each serve a two-year term.

b. Provide an annual committee status report to the Academic Senate by the end of every spring semester, including committee membership for the following academic year.

c. Recruit and manage committee membership.

d. Schedule committee meetings and develop meeting agendas.

e. Facilitate committee discussion of all workshops, events, and activities.

f. Meet once per semester with CEO or CIO to discuss workshops, events, and community partnerships.

g. In times when the committee is unable to convene and vote, co-chairs will make a decision(s) on behalf of the committee; and, if needed, will consult with Academic Affairs.

VIII. Committee Membership

a. Members will be confirmed by the Academic Senate president. It is suggested, when possible, that membership be comprised of at least one faculty (e.g., fulltime or adjunct) representative or staff representative from each of the following instructional and non-instructional areas, as

well as one student representative each from the Associated Student Government (ASG) and College of the Canyons Civic Engagement Club (CEC):

- School of Applied Technologies
- School of Business
- School of Humanities
- School of Kinesiology and Athletics
- School of Mathematics, Sciences and Health Professions
- School of Social and Behavioral Sciences
- School of Visual and Performing Arts
- Community-Based Learning
- Health and Wellness Center
- Associated Student Government
- Student Development
- Learning Resources
- COC Alum/Community Member
- MESA Center
- Student Services/Counseling
- Veterans Office

b. Limitations may be placed on the total number of members who serve on this committee to ensure active participation and engagement.
c. Members who are present during voting times may have one vote each.
d. Any change in the structure of the Civic Engagement Steering Committee must be made in advance of the academic year.
e. If a new academic division/school is created, a representative is entitled to join the committee.

IX. Voting Rights
a. Decisions will be based on a majority vote.
b. Voting results will be based on a quorum which comprises 50 percent plus one of the total voting membership of the committee.
c. Committee co-chairs will hold full voting rights and in the event that the committee cannot reach a consensus, co-chairs have the right to make a decision on behalf of the committee.

X. Attendance

a. A committee member is responsible for notifying a co-chair when s/he is unable to attend a scheduled meeting.

b. A committee member can miss no more than two (2) meetings per semester without approval from the co-chairs.

c. Conference call arrangements will be made available for a member(s) who is unable to attend a meeting in person.

XI. Management

a. The faculty co-chairs will be selected by the committee and confirmed by the Academic Senate president for a two-year term.

b. Members will provide comments concerning academic program review processes and functions.

c. Agenda items will be discussed by co-chairs and presented to committee members before scheduled meetings. Committee members are encouraged to submit items for discussion; when necessary, an item(s) will be added to a published agenda.

d. Shared responsibility of taking minutes will take place among committee members.

e. Meeting minutes, as well as all other related documents, will be posted on the COC Center for Civic Engagement website.

f. Any changes to procedure(s) or documents created by the committee must first seek the committee's review and approval.

g. Committee members will review the operating procedures of this group by the end of each spring semester.

h. Committee members will engage in collaboration and dialog while fostering constructive debate/discussion and display respect for diverse opinions or points of view.

XI. Procedures

a. Assist the campus community in embedding civic engagement awareness throughout curricular and co-curricular activities, as well as increase the level of civic literacy campus wide through professional development.

b. Promote Community Engagement ILO, once formally approved.

c. Solicit civic engagement topics from students and faculty to discuss as a group when helping plan co-curricular and Professional Development presentations.

d. Accept majority vote when approving Professional Development presentation topics.

e. Facilitate civic engagement Professional Development faculty training workshops addressing specific ways to embed activities within or throughout a course(s).

f. Work to identify civic engagement rubrics and best practices for the campus community, especially through the use of High Impact Practices (HIPs) like community-based learning, service-learning, and signature assignments.

g. Recognize the dialog and debates occurring within the national civic engagement movement and keep abreast of related discussions to assist in planning efforts, especially those originating from the American Association of Colleges and Universities, (AAC&U), American Association of State Colleges and Universities (AASCU), The Democracy Commitment (TDC), California Campus Compact, etc.

XIII. Meetings

2016-2017 Calendar
a. Committee members will meet at least twice per month. Meetings will be held on designated Tuesdays from 3:00-4:30 p.m. (Additional meetings among organized work groups may meet on a regular or ad hoc basis when necessary; and, given the event(s) or topic(s) under discussion, the co-chairs may call for an additional meeting throughout the semester.)

b. Co-chairs will set the agenda for meetings.

Meeting dates and times for the following academic year will be finalized by the last meeting of the current academic year

Travel Report, ASCCC Leadership Institute, Jun 9-11, 2016, Riverside, Mission Inn

"The Faculty Leadership Institute is the cornerstone of the Academic Senate's governance training. Created to assist new senate leaders navigate the complexity of local governance as well as become versed in state issues, the Faculty Leadership Institute brings seasoned leaders together to share tips and tools for new leaders to successfully lead their senate and influence their college policies. We highly encourage new and experienced leadership to join us for lively discussions about basic college governance and exciting state issues. "

Rebecca Eikey

1. Break Out Session: "*Keeping Your Senate Involved, Engaged and On Course*"
   Description: Senate presidents are ultimately responsible for making sure that the senate operates efficiently. This includes preparing agendas, appointing faculty to committees, ensuring committees work effectively, and encouraging senate membership to be involved and engaged in local and statewide matters. Senate presidents must also work collaboratively with administration and other constituencies to ensure that college processes in regard to academic and professional matters are followed and that faculty primacy under the 10+1 is respected. What strategies can be employed, without senate presidents doing all of the work, to keep the faculty involved, engaged, and on course with the work of the senate? Join presenters and colleagues for some ideas and a lively discussion about their experiences in keeping their senates involved, engaged, and on course.
   Take away Messages: ASCCC Local Senate Handbook – was reviewed and following ideas discussed
   - Develop effective relationship with Board of Trustees/Governing Board (pg 29-30): "Every board is different and as is the history of your senate with your board. Regardless of your Board's personality or your senate's history with the board, it is your responsibility as Senate president to build a relationship that will promote the interest of teaching and learning for all our students." o Monthly forum hosted by Senate after BOT meeting on "hot topics"
   - Advocate Senate interests (pg 29): "Advocating for faculty interests means *knowing* faculty interests. The body has to be representative and helping your senators and executive team ensure they are informed by their groups of faculty they represent is a part of the responsibility." o Conduct Faculty Opinion polls o Archive senate historical records o Educate faculty about role of senate
       - Newsletters & FLEX sessions
       - Senators email highlights from each senate meeting
   - Be familiar with statutory and regulatory context of the senate o Ed Code & Title 5

- Contact ASCCC – Technical Assistance available with ASCCC and the League
- Develop relationships with other governance groups ○ Shared governance = shared accountability ○ Senator attends ASG meetings and reports back to senate
    - ○ Senate-Union relationship important
- ☐ Create orientation for new Senators (& committee chairs) ○ Some do as first meeting
    - ○ Others have off campus as retreat w/ food
- ☐ Constant recruitment ○ Appoint faculty to committees based on shared interest and teaching schedules ○ Adjunct faculty paid stipends at other campuses for committee work ○ Committee inventory
    - ○ Committee on Committees should be able to help recruit ○ Create all faculty list that includes what committees they serve on ○ FLEX Sessions: "Meet your Senators" or "Meet your Senate Exec" ○ AVC's Opening Day – Senate, Senate Exec, and Committee Chairs speak about recruitment and what's coming up for the year, gather concerns

2. Break Out Session: "*Running Productive and Effective Meetings*"
   Description: One of the most difficult tasks for academic leaders is to keep colleagues on track in a healthy, productive manner. No one plans for a meeting to fall apart, but once it does, coming to agreement can be very difficult. What can you do as a faculty leader to ensure that your meetings remain professional, focused, and productive? And if the meeting starts to derail, what strategies exist for bringing the conversation back? Join us for a discussion of ways to use planning, relationships, and other strategies to ensure that senate meetings are focused and useful.
   Take away Messages:
    - ☐ Senates must follow the Brown Act and is a public meeting with time for public comment
        - ○ Action items must be sent 72-hrs in advance (online and hard copy posted) ○ Can't act on item unless listed as "Action" in agenda (need quorum) ○ Can't modify agenda to add Action items since option for public comment is required to occur
    - Provide orientation to the senate
    - Agendas
        - ○ Spell out in bylaws who writes the Agendas and what the format should be ○ Balance between being concise and providing enough information to make a decision
        - ○ Get feedback from senate on agenda ○ Send president's report ahead
    - ☐ Create set of adopted rules (modified from Roberts Rules of Order)

3. Break Out Session: "*Operating Your Senate: Governing Documents and Robert's Rules of Order Constitution and Bylaws. Robert's Rules of Order*"

Description: One defines the local senate's functions and operations while one is used to facilitate meetings. Senate leaders need to understand the importance of both to ensure the smooth operation of the local senate so that all voices are heard. This breakout will cover the importance of clear governing documents and the judicious use of Robert's Rules of Order so that the local senate president can ensure that the senate and its committees operate smoothly and conduct business their business collegially.

Take away Messages:

☐ Constitution ○ Purpose of the senate/source of authority
  ○ Includes basic organization of the senate and general duties of elected officers ○ Process for amending
  ○ Parliamentary authority (Robert's Rules or Standing Rules) ○ Do NOT want
    ▪ Committee structure and membership (should be in Bylaws)
    ▪ Election procedures and filling vacancies
    ▪ Meeting dates & times
    ▪ How to suspend bylaws

☐ Bylaws
  ○ Operations of the senate and cannot contradict constitution
  ○ More detail on operational structure and specific duties of officers and senators ○ Committees and structures
  ○ Includes information for program review process for the senate ○ Includes senate executive membership ○ Election procedures and filling of vacancies
  ○ Senate should approve bylaws/charters of any committees under the senate

☐ Brown Act & Roberts Rules of Order ○ Allows for public comment and everyone to have a voice ○ Page 54 of ASCCC Senate Handbook

4. Key Note Speaker, Karen Stashower, Ph.D., (http://oecstrategicsolutions.com/our-team/kerenstashower/) from The Centre for Organizational Effectiveness (http://tcfoe.com/index.php)
"*Leadership for Community Colleges: Perspectives for Consideration*"
This general session will offer attendees a customized look at leadership demands within our academic institutions. Specific focus will include understanding the dynamics of leadership, credibility, and challenges inherent when working with administrative managers. Together we will explore specific demands, skills, and approaches to our roles and set the stage for development of personalized outcomes to guide learning throughout the remainder of the Institute.

Take away Messages:

• Leadership is a relationship where the leadership is rooted in a "noble" purpose (the motivation), the "why" of the role. Most people fall into the "what" of the role.
• The "how" is done with credibility (Frame 1). Honesty is telling the truth with positive intent.

- The "what" is done through skills based on organizational role o Front line = technical skills (helps build credibility), such as knowledge of subject matter, interactions with students
    - o Middle level = interpersonal skills (how do you work with others such as department chairs or deans?), understanding administration partners, and values (teaching interests vs organizational interests); Skills needed here include emotional intelligence, how to engage in difficult conversations; how to run effective meetings and how to cultivate resilience.
    - o Top level = conceptual skills (forward looking) and has 4 supporting skills (strategic agility, systems perspective, clarity of vision, understanding power & influence)

5. General Session, "*The Community College Budget*"
Participating in the local budget development process is challenging for many senate leaders since college budgets are often complicated and convoluted. Although budget processes may at times be confusing, faculty leaders need to understand how the budget works to ensure the support of instructional programs and student services. Acting Vice Chancellor Mario Rodriguez will de-mystify the budget by providing an overview and explanation of the current budget proposal for 2016-2017 as well as highlighting aspects of the budget that senate leaders should consider when engaging in local budget conversations.
Take away Messages:
    - Defined in Title 5 that collegial consultation for the *budget process*.
    - Questions regarding the budget should focus on the process, such as :
        - o What is the process for setting budget priorities? o Where is the process written? o What is the process for staffing priorities? o What is the process for using budget parameters?
        - o What is the process for allocating excess funds?
    - Faculty should be part of the budget committee and understand their role on the committee
    - Update on May Revise given

6. Mock Resolution Writing - "*Resolution Writing: From Idea to Acclamation! Resolution Writing Made Easy*"
The ASCCC expresses its official position on issues, legislation, and ideas through the resolution process, and, for that reason, writing resolutions can seem intimidating. During this session, attendees will understand the nuts and bolts of resolutions writing as well as what happens after a resolution has been adopted or not adopted. Attendees will learn about the recently adopted Resolutions Handbook, the parliamentary process for adopting resolutions at a plenary session, and how to use resolutions locally to make change at your college. In addition, attendees will get a chance to try their hand at writing resolutions in preparation for the mock plenary session on Saturday morning.

- We practiced writing Resolutions – for example, our small group wrote one on the Use of Facilities

Academic Senate Leadership Institute, Teresa Ciardi

June 2016

Main Bullets I took away from this meeting.

- The importance of fostering relationships with all groups was an ongoing theme in all workshops.
- We must continually recruit, especially new faculty, to ensure participation in shared governance.
- Professional development is "Rely Primarily upon" faculty
- Clearly define/describe committees
- Breakout on diversity stressed the importance of being open to alternate views.
- Breakout on effective meetings led me to a decision to use Roberts Rules for Professional development meetings, primarily to avoid the repeated verification of what has already been said so that we may move forward in accomplish more during our full committee meetings.
- A constitution defines the basic structure and authority of the entity. Bylaws describe how the entity operates. These should be reviewed and possibly revised every 2 years.

> - Questions to ask during a review include:
>
>   - Is there anything irrelevant or out of date?
>
>   - Do constitution and bylaws reflect actual practice, and if not, what should be changed?
>
>   - Do they reflect the operational needs of the senate?
>
>   - Are they unnecessarily restrictive?
>
>   - Do they promote effective and collegial governance?

- "All meetings of a legislative body of a local agency shall be open and public, and all persons shall be permitted to attend any meeting of the legislative body of a local agency..." Section 54953(a) Brown Act
- We practiced resolution writing, and in one session the idea that a resolution is just a "big" motion was discussed. My thought was that we should perhaps think of resolutions more as a motion by the senate rather than a judgment presented to admin.

TRAVEL REPORT – CURRICULUM INSTITUTE – JULY 7-9, 2016 – HOOPER

I spent the bulk of my time attempting to master the policies and procedures regarding the development and maintenance of Non-Credit (NC) curriculum. There are a number of statewide initiatives that have moved NC to the forefront of the curriculum conversation. As curriculum chair, it is imperative that I be able to guide curriculum development in this area as it is not, currently, an area in which we have many offerings at COC.

Key NC features:

- Limited to 10 approved areas:
  - Immigrant Education o Adults with Disabilities o Older Adults o Parenting
  - Family & Consumer Sciences o Health & Safety
  - *English as a Second Language**
  - *Basic Skills** o *Short-Term Vocational** o *Workforce Preparation**
- Can have materials fees, but NO registration fees
- Intended to be accessible (variety of settings)
- Open entry/open exit is most common to allow for flexibility and the positive attendance model; but can be structured more like for-credit courses
- Still allows access to counseling and SSSP services
- Repeatability rules do not apply
- Must have obvious methods of instruction, methods of evaluation and homework (if appropriate) listed on COR
- Does not impact 30-unit Basic Skills limit or 90-unit financial aid limit
- P/NP or satisfactory progress
- Can use these courses as co-requisites and pre-requisites
- **CDCP – Certificates of Completion (basic skills) or Competency (vocational skills) qualify for enhanced funding*
- COR must list "student contact hours" or "total contact hours"
- MQ's for NC courses CAN be less than for credit courses
- Does collect apportionment

Other interesting considerations for NC: moving existing for-credit curriculum to NC and chop into stackable certificates. Two or more courses can make a certificate in NC. If we chop our curriculum into

smaller pieces we create the potential for more completers. Also potentially more attractive to those in CTE areas and/or those who are seeking skills that quickly increase their employability. The "skill builder" metric was added to the scorecard. *Certificates are now the most SECOND most common postsecondary award, ahead of associate's and master's degrees.*

Other workshops I attended covered the following areas: placing courses in GE patterns; defining the credit hour: Clock Hour programs: 1 unit = 37.5 hours; 50 minutes = 1 hour; Open Entry/Open Exit programs: 1 unit = 45 hours, 1 hour = 50 minutes; ensuring quality and rigor in the Course Outline of Record (COR); and integrated planning. It was interesting to note that the "Integrated Planning" workshop emphasized the importance of professional development for faculty and staff. It should be assumed that very few faculty and staff members know what initiatives your college is working toward fulfilling and therefore professional development opportunities must be created to convey this information.

Report on ASCCC Travel

Employee: Tricia George

Dean: Andy McCutcheon

Conference/Business Travel Description: 2016 Curriculum Institute

Date of Travel: 7/7/16-7/9/16

Conference Link:

http://www.asccc.org/events/2016-07-07-150000-2016-07-09-190000/2016-curriculum-institute - please click on "Presentation Materials" for a list of PowerPoints for each of the sessions. I have a handful of handouts as well, but most presenters did not offer handouts but rather directed us to this website for their PowerPoints.

Reflection as a Curriculum Committee Member

As a curriculum committee member, I think the most eye-opening session that I went to was "The Future of CSU Transfer Pathways." At our curriculum committee this past year, whether or not a course transferred to a 4 year school was often one of the deciding factors as to whether we approved a new/revised course or not. I had a vague idea before this session that the C-ID was important, but I didn't have a clear sense of how different the CSU transfer agreements were than the UC transfer agreements. Further, I had no idea that there was state legislation backing the CSU transfer agreements (which is where the C-ID comes in), and also that most schools are having difficulty meeting this legislation – particularly in the STEM fields – and so this whole issue is very problematic at the moment.

All of this information will be very valuable in future Curriculum Committee meetings. I will have much more solid information and ideas to share with the curriculum committee whenever this issue comes up in the next year as we consider a given class to approve or not. Last year I mostly asked questions about how transfer worked, but this next year I should be able to clarify the differences between the CSU and UC systems for anyone else who isn't clear as well as offer more informed perspectives and votes on these classes. (If and as the issue with the state legislation comes up as difficult to meet, I will have options to share that we can pursue as well.) In addition to that one session, I picked up many details at many of the sessions I attended (such as on deciding disciplines for interdisciplinary courses, how to determine if pre-requisites are needed, how to prepare for accreditation from a curriculum perspective, and managing emotions at Curriculum Committee) that again should help me to make better decisions or even help explain complex points to other committee members.

Reflection as an English Professor

As an English faculty who has had fairly extensive training in acceleration and Reading Apprenticeship, I was surprised by how much I learned at the last session I attended ("Improving Student Success – Acceleration in ESL and Developmental English, and Promoting Reading Across the Curriculum."). I was very surprised that the acceleration model being supported by the Academic Senate (as they hosted this event and invited schools to attend) was not at all like the CAP model which is very popular right now. Instead they highlighted Cypress College, which has a very high percentage of students making it through their developmental English and ESL pathways through to successful completion of transferlevel English. However, Cypress still has 3 levels below of courses in both English and ESL, and they consider "acceleration" to be their combination of reading and English courses rather than a compression of different levels of developmental English. I think probably their real success comes from highly individualized and personal placement processes for each student in their developmental and ESL tracks, which definitely is food for thought.

Hearing Cypress College review their placement process was eye-opening because it helped to flesh out some of the questions we have been having in English. Specifically, we have noted that one one-level below transfer class doesn't seem to be nuanced enough to handle all possible developmental students, and we have been particularly concerned about DSP&S student who may need a longer sequence so they can go at their own pace. CAP training didn't really have any answer for this issue, but Cypress does. They think that students mentally check out of developmental classes not because the material is too simple but because they are often placed incorrectly, so they have counselors and teachers review the placement fairly extensively to make sure students are in the right course. Interestingly, their ESL courses are also very high-level and treat ESL courses as an advanced foreign language, which may further help students not be placed in too simplistic a course simply due to language skill (as opposed to developmental skill). Over 70% of their developmental and ESL students pass their transfer level English course, which is impressive.

As far as the acceleration information I learned, I will communicate a quick rundown of Cypress's program to our FIG that will start in the Fall that will be dedicated to studying our developmental sequence in English. I think this update will be welcome as it will allow us to progress in our discussions of questions (such as DSP&S students) where we have hit a wall. Then, this information can inform future decisions that we make as a department.