



College of the Canyons Academic Senate

February 14, 2019

3:00 p.m. to 4:50 p.m. BONH 330

AGENDA19

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

A. Routine Matters

1. Call to order

2. Public Comment

This portion of the meeting is reserved for persons desiring to address the Academic Senate on any matter not on the agenda. No action will be taken. Speakers are limited to three minutes.

3. Approval of the Agenda

4. Committee Appointments:

- Dual Enrollment Taskforce (pg. 3)
- Gary Collis, will continue with Faculty Development Committee
- Erika Torgeson will join College Planning Team
- Jeremy Patrich, Curriculum Appointment
- Appointments of Faculty Hiring Committees (pg. 3)
- [Tenure Committee list](#)

5. Approval of the Consent Calendar

Academic Senate Summary, December 6, 2018 (pg. 5-11)	Curriculum Committee Summary, Feb. 7, 2019 (pg. 12-17)
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B. Reports (time limit 7 minutes each)

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

1. President's Report, Rebecca Eikey

2. Vice President's Report, Jason Burgdorfer

3. Guided Pathways Report, Tara Williams & Erika Torgeson

4. Career Education Committee Report, Regina Blasberg

C. Action Items

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

1. Vacant At-Large Senate position

2. Interim Dept. Chairs:

- Shannon Doronio, GMD Chair
- Gary Quire, HRMG Chair
- Lori Young, Real Estate Chair
- Gary Peterson, Cinema Chair

3. Discipline Assignments:

- Annie Abouljian, English Instructor (pg. 18)
- Wesley Keene, Assistant Director, The Learning Center (pg. 19)
- Regina Blasberg, Correction to Discipline Memo (pg. 20-21)
 - Engineering Technology; Building Codes and Regulations & Engineering Support
- Samuel Bolanos, Additional Discipline, Computer Science (pg. 22)

4. Adjunct Faculty MQ&E
 - Part-Time Faculty Winter 2019 (pg. 23)
 - ISA for Winter 2019 (pg. 24)
5. Graciela Martinez, OER Liaison Appointment
6. Guido Santi, Emeriti Status
7. [Updates to equivalencies for Art History and ESL-February 2019](#)

D. Discussion

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

1. [Equity/Inclusive Language & Syllabi, Jennifer Paris](#) (pg. 27)
2. Academic Freedom (BP & AP – 4030), Gary Collis & David Andrus (pg. 28-32)
3. Campus Safety Discussion, Barry Gribbons

E. Unfinished Business

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

1. Vote of No Confidence, Eloy Oakley, Chancellor for California Community Colleges (February 28)
2. Program Viability (BP/AP 4021)
3. Advisory Boards based on Industry Clusters, Advisory Committee Taskforce
4. Academic Departments (BP/AP 4023)
 - Note: Senators will be discussing this item with their schools
5. Election Procedures, Dustin Silva

F. New Future Business

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

1. Digital Badging (February 28)
2. Student Equity and Achievement Plan and Local District Goal Setting (February 28)

G. In Committee

Here is a list of policies that the Policy Review Committee is working on in the event someone would like to attend.

Please contact [David Andrus](#) if you would like to be informed when one of the specific items below will be discussed in committee. Policy Review meets every Thursday from 2:00 – 3:00 pm in BONH 248

BP & AP 7120 – Recruitment and Selection
(Phase 2 – BPs 5529, 5530 & 5531)- Student Conduct

H. Announcements

- Upcoming: Academic Senate Meetings, February 28; March 14; March 28 & April 1, 2019.
- Open: At-Large Senator seat
- [2019 ASCCC 2019 Spring Plenary Session, April 11-13, 2019, San Francisco](#)
- [2019 Faculty Leadership Institute, June 13-15, 2019, Sacramento](#)
- [2019 Career and Noncredit Institute, April 25-27, 2019, San Diego](#)
- [2019 Curriculum Institute, July 10-13, 2019, Newport Beach](#)
- Upcoming elections for 6 Academic Senate At-Large Positions for 2019-2021

I. Adjournment

If you need a disability-related modification or accommodation (including auxiliary aids or services) to participate in the public meeting, or if you need an agenda in an alternate form, please contact the Academic Affairs Office at College of the Canyons at least 48-hours before the scheduled meeting.

Dual Enrollment Taskforce

	Frist Name	Last Name
1.	Angela	Harris
2.	Jeremy	Patrich
3.	Larry	Alvarez
4.	Lee	Hilliard
5.	Michelle	LaBrie
6.	Nicole	Faudree
7.	Rebecca	Eikey
8.	Regina	Blasberg
9.	Tara	Williams
10.	Tracia	Foley
11.	Wendy	Brill

Appointments of Faculty to Hiring Committees

	Frist Name	Last Name
1.	Mary	Corbett
2.	Sylvia	Duncan
3.	Nicole	Faudree
4.	Lisa	Hooper
5.	Rick	Howe
6.	Charlie	Johnson
7.	Debbie	Klein
8.	Tina	Rorick
9.	Alene	Terzian
10.	Erika	Torgeson
11.	Anh	Vo
12.	Tina	Waller
13.	Tara	Williams

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Academic Senate Summary for December 6, 2018

Voting Members					
Senate President	Rebecca Eikey	X	Business Senator	Gary Collis	X
Vice President	Jason Burgdorfer	A	Learning Resources Senator	Ron Karlin	X
Immediate Past President	vacant	A	At Large Senator	VACANT	A
Curriculum Chair	Lisa Hooper	X	At Large Senator	Jennifer Paris	X
Policy Review Chair	David Andrus (via Zoom)	X	At Large Senator	Deanna Riveira	A
AT Senator	Regina Blasberg	X	At Large Senator	David Brill	X
MSHP Senators	Sab Matsumoto	X	At Large Senator	Sonny Requejo	X
VAPA Senator	Wendy Brill-Wynkoop	A	At Large Senator	Benjamin Riveira	A
Student Services Senator	Erika Torgeson	X	Adjunct Senator	Jessica Small	X
Humanities Senator	Marco Llaguno	X	Adjunct Senator	Ron Mita	X
Kinesiology/Athletics Senator	Philip Marcellin	X	Adjunct Senator	Aaron Silverman (via Zoom)	X
SBS Senator	Rebecca Shepherd	A			

Non-voting Members	
Dr. Buckley	A
Marilyn Jimenez	X
Dan Portello (Warren Heaton AFT Rep)	X
Dr. Wilding	A

Guest			
Barry Gribbons	X	Tara Williams	X
Jasmine Ruys	X	Nicole Faudree	X
Omar Torres	X	Sarah Farnell, ASG Student Trustee	X

A. Routine Matters

1. Call to order: 3:02 pm
2. Public Comment: none
3. Approval of the Agenda
 - Motion to approve the Agenda by Gary Collis, seconded by David Brill. Unanimous. Approved.
4. Committee Appointments
 - Erica Seubert, Policy Review Committee
5. Approval of the Consent Calendar:
 - Motion to approve the Consent calendar by Lisa Hooper, seconded by Marco Llaguno. Unanimous. Approved

Academic Senate Summary, November 8, 2018 (pg. 3-9)	Curriculum Committee Summary, <ul style="list-style-type: none"> • Nov. 15, 2018 (pg. 10-15) • Nov. 29th, 2018 (pg. 16-23)
COCFA/Executive Senate Committee Summary, November 7, 2018 (pg. 24-25)	Executive Senate Committee Summary, November 9, 2018 (pg. 26-27)
Program Viability Committee Summary, November 15, 2018 (pg. 28-29)	CASL/Program Review Summaries: <ul style="list-style-type: none"> • August, 22, 2018 (pg. 30-33) • September 12, 2018 (pg. 34-38) • September 26, 2018 (pg. 39-42) • October 10, 2018 (pg. 43-45) • October 24, 2018 (pg. 46-49)
Faculty Development Committee Summary, October 22, 2018 (pg. 50-51)	Faculty Development Committee Summary, November 26, 2018 (pg. 52-55)
Spring 2019 FLEX Calendar (pg. 56-60)	

B. Reports (time limit 7 minutes each)

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

1. President's Report, Rebecca Eikey

- Senate Meetings: The last Senate meeting of the fall semester is scheduled to include the summary of the last Curriculum Committee meeting of the semester. There was a reminder that next year's meetings have been planned out and approved by Senate. However, there may be discussions to change the last meeting of semester for next year due to the December Senate meeting traditionally being held during finals week.
- BOT Meeting Update: Joan MacGregor and Michael Berger were sworn in. The Board voted on board officer positions. There were two nominations for Board President – Edel Alonso, made by Joan MacGregor; and Michael Berger, made by Michele Jenkins, who was present via Zoom. Michael Berger won 3 to 2. There were two nominations for Board Vice President – Edel Alonso and Michele Jenkins – it went to Michele Jenkins 3 to 2; There were two nominations for Board Clerk – Edel Alonso and Joan MacGregor and Joan MacGregor won 3 to 2. Dr. Van Hook will continue as the Board Secretary/Parliamentarian.
- Security & Safety Plan: New cameras will be installed in the new Parking Structure. Some floors will be ready to open as early as the spring semester. The Board had questions about the Security & Safety Plan and has requested for the next Board meeting a full Safety Plan Report.
- 2019-20 Budget Parameters: Handout was shared detailing criteria for a fiscally responsible budget: There was a change in the forced cost definition based on recommendations from a PAC-B. Forced costs are typically funded before augmentation requests. It was emphasized that Enrollment Management should be connect to the Enrollment Plan.
Forced Costs definitions:
 - C – Critical: Facilities and IT Departments – funding is absolutely essential to continue district operations: Utilities, Health & Safety, Software License, etc.

- X – External: All Departments – Mandated, Legal, Contractual, Regulatory, Risk Management priorities.
- E – Enrollment Management: Priorities associated with new or expanded programs included in the Enrollment Management Plan.
- V – Program Viability: Priorities associated with starting new or sustaining existing programs, to be approved by a Program Viability subcommittee.
- With the new FC definitions in place, the procedures for PV should be reviewed in Committee before returning to the Senate in the spring.
- EEO Plan: The EEO Plan was presented to the Board for adoption. Highlights were provided of the plan and longitudinal data. Immediate recommendations included:
 - Working closely with selection committee chairs
 - Proactively inform qualified applicants on various web-based platforms
 - Expand recruitment to Los Angeles where many of our students live
 - Expand recruitment to professional organizations that are race/ethnicity based
- Incarcerated Student Program Presentation, December 6th:
 - COC's "Back on Track LA" Partnership was shared and included:
 - ✓ History of Kamala Harris's work to provide support for inmates - new division formed 2014-15.
 - ✓ Partnership with Kamala Harris, LA County Sheriff Department with COC and one LACCD college formed.
 - ✓ Classes offered since 2015 and have offered 65 sections (planned or offered) and educated over 1000 students at Pitchess Detention (level 3).
- Guests from Feather River and Tahoe Community College presented from 9 am to 4 pm. The colleges are offering education to incarcerated students in state prisons (level 4), such as:
 - High Desert State Prison https://www.cdcr.ca.gov/Facilities_Locator/HDSP.html,
 - Mule Creek State Prison https://www.cdcr.ca.gov/Facilities_Locator/MCSP.html,
 - California Correctional Center
https://www.cdcr.ca.gov/Facilities_Locator/CCC.html

For those who cannot attend, it was being recorded. Contact Susan Wills, Administrative Assistant to Dr. Buckley. They both have successful Incarcerated Student Programs largely based on correspondence or what they call Enhanced One-on-One programming.

- Kim Beaton, Assistant Dean of Instruction, Feather River College
- Kelly Connor-Hall, Instructional Assistant, Incarcerated Student Program, Feather River College
- Shane Reynolds, Director, Incarcerated Student Program, Lake Tahoe Community College
- Bruce Ambrust, Math & Physics Faculty, Lake Tahoe Community College
http://www.ltcc.edu/academics/specialized_programs/incarceratedstudentprogram.php
<https://www.frc.edu/isp>
- COC Names 2018 Champion of Higher Education for Excellence in Transfer by The Campaign for College Opportunity.
The Campaign for College Opportunity held their 2018 Champion of Higher Education: Excellence in Transfer. College of the Canyons was recognized for our excellence in

implementing the Associate Degree for Transfer. Specifically, 729 ADTs in 2016-17. Other colleges were also recognized, such as Moorpark College and Pasadena City College.

From the Campaign of College Opportunity: *"We sponsor and support common sense reforms, such as a more simple transfer pathway between the state's community colleges and four-year universities, so that more students can complete their college education."*

2. Guided Pathways Report, Tara Williams & Erika Torgeson (pg. 61-63)

- Erika walked everyone through an update on Canyons Completes. There was a correction made regarding the location to where "The Hub" will be moving to. It is X6 and NOT X9.
- There was a question regarding the Data Coaches Job Description. Most of the faculty attending the training meeting are intending to apply. If a faculty member just wants to do training but not apply could this be FLEX credit? This question will be explored.
- Collette Gibson and Julie Johnson were selected to serve as early alert liaisons.

3. Curriculum Report, Lisa Hooper

- Lisa provided an overview of the Curriculum Committee processes. It was emphasized that all new programs must go through Program Viability. This may not apply to small non-credit programs. Faculty are encouraged to discuss proposals regarding non-credit with Lisa.
- New Course Documentation: All new courses have to have a "New Course Documentation" form and has to match 1-2 Institutional outcomes.
- New in Curriculum: There is a need to expand non-credit courses due to an IEPI PRT grant. It is anticipated that fall 19' will have robust non-credit curriculum and short term vocational programs.
- Solutions to AB705 Math/English: English already has an existing 4-unit honors 101 course. Instead this course was revised such that all students will be placed into English 101. Math placed students in college level courses. The Math department has created 1 unit lab courses to support Math 140, Statistics and 3 courses in Business STEM. Math is also proposing a Liberal Arts Math class. English and the Math departments have dedicated 1 year to identifying solutions for pre-transfer pre-requisite solutions. The English and Math developmental courses are not going away. However, students will not be placed directly into these courses.

4. Armed Presence on Campus Report, Barry Gribbons

- Feedback has been collected from the campus community regarding whether or not to have an armed presence on campus. Based on the feedback collected there has not been a single dominant perspective in the dialogues.
- There is also a possibility of having an indirect agreement with the Hart District who contracts with the Sheriff's Department. This contract could be implemented by July 1st. If this ends up being the solution, this will need to be consistently re-evaluated.
- One concern shared is that if there is an armed presence on campus there is a need to ensure there is enough training to prevent a negative impact. Training would ensure officers are familiar with the entire campus. This can also ensure a better response time. One possible plan to try out is to have one Campus Resource Deputy at both Valencia and Canyon Country Campuses. The campus Resource Deputy would be following the Sheriff's department policies and procedures, have a car, regular side arm and a shot gun.

- It is estimated that the cost could be up to \$1 million for the 1st year to implement a safety technology and solution plan in addition to personnel. For example, this could include bulletproof doors/glass. Making sure open areas with lots of glass are replaced with bullet proof glass.
- The Police Academy Captains are also available to response in emergency situations when needed. It was noted that troop cannot respond and they are not adequately training yet.

C. Action Items

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

1. Emeriti Status for Faculty Retirees, Amy Shennum & Rhonda Hyatt
 - Motion to nominate Amy Shennum for Emeriti status by Sab Matsumoto, seconded by Marco Llaguno. Unanimous. Approved.
 - Motion to nominate Rhonda Hyatt for Emeriti status by Philip Marcellin, seconded by Erika Torgeson. Unanimous. Approved.
2. Admission and Concurrent Enrollment (BP & AP 5010), Jasmine Ruys & David Andrus (pg. 64-68)
 - Changes to BP & AP 5010 policies was highlighted. Special attention was brought to the changes on pg. 67 regarding AP 5010. Section I. has now been added which allows "Student enrolled in Academy of the Canyons or Castaic High School may enroll in special admit courses while in the 9-12 grades."
 - A unit requirement was added to Section 6 on pg. 67 "Dual Enrollment students may not enroll in more than 15.0 units per semester."
 - Motion to adopt the change to this policy by Gary Collis, seconded by Lisa Hooper. Unanimous. Approved.
3. Academic Senate 2019-2020 Budget Request (pg. 69-71), Rebecca Eikey
 - A request for augmentation and a request for mileage was made. Last fiscal year the travel budget for Academic Senate hovered around \$6,000. Senate has had to borrow funds from Academic Affairs to cover costs to support necessary travel to ASCCC events.
 - The organizational chart for 2018-2020 was reviewed as well.
4. Academic Senate Administrative Program Planning & Review 2018/2019 to 2020/2021 (pg.72-87), Rebecca Eikey
 - The Program Planning & Review, which included the Administrative Unit Outcomes (AUO's) Assessment Model and Objectives a list of Additional Accomplishments and other External/Internal Factors, was presented.
 - Motion to approve the Academic Senate Budget Request and the Program Planning & Review by Regina Blasberg, seconded by Philip Marcellin. Unanimous. Approved.
5. CASL Recommendation for SLO Data Disaggregation (pg. 88), Nicole Faudree
 - CASL Committee identified 7 categories for disaggregation data in eLumen. Those areas include: Sex, Ethnicity, Age, Financial aid status, 1st generation college student; DSPS status and FT v. PT status.
 - Currently any data set that is less than 10 will not be included but after it exceeds 10 or more the data will be available.
 - Some of the data is collected from the cccapply.org application.
 - Motion to adopt the 7 categories of disaggregation by Jennifer Paris, seconded by Erika Torgeson. Unanimous. Approved.

D. Discussion

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

1. 1st Reading Resolution Vote of No Confidence, Eloy Oakley (pg. 89)

- The first conversation regarding the Vote of No Confidence took place last spring semester. Per the changes to the By-Laws it was decided to edit the resolutions down to 4 “whereas” and 2 “resolves”. The Executive Committee felt comfortable with the changes and favorable to bring to the senate.
- Faculty have felt very disappointed with being dismissed by Oakley at various conferences. There is a need to communicate to the individual academic schools why it is important to pass a resolution. Not enough faculty have been informed of this issue and are not familiar with who is Oakley.
- It was shared that historically this is not the first time a vote of no confidence has been passed against the Chancellor. There are other local community colleges also considering passing a resolution.
- This item will be brought back as an “Action” item for the 2nd meeting of the spring 2019 semester which will take place on February 28, 2019.

2. Academic Freedom (BP & AP – 4030), Gary Collis & David Andrus (pg. 90-94)

- The Academic Freedom policy documents have not been update in many years.
- Most of the changes to the BP are in the way we would restructure the Administrative procedure.
- Current procedure uses an ad-hoc committee to address issues related to Academic Freedom. The revised procedure would create a standing committee under the Academic Senate, and would remove an educational administrator position on the committee. This standing committee may take two separate avenues. For example, if a faculty member is having an issue and Senate needs to confirm with the Academic Freedom mater, it can go to the committee for informal guidance or counseling without having to go back to Senate.
- There was some concern regarding academic departmental polices and how they intersect with Academic Freedom. A standing committee can provide some guidance. It is important to educate faculty about academic freedom.
- It was clarified that the standing committee would not provide formal legal advice for legal issues.
- There is a need to have further discussion regarding whether the committee should be an Ad hoc or permanent committee. This topic will return in the spring as a discussion item.

3. [Equity/Inclusive Language & Syllabi, Jennifer Paris](#) (pg. 95)

- Several handouts where shared, one on “Conveying Support through Your Syllabus” and the other on “Creating A Power Syllabus: Doing What Works!” The handouts outline how faculty can create a syllabus that is friendlier for students. The traditional language of syllabi can have an unfriendly tone. Having friendlier syllabi language can improve the chance that a student will read the syllabi. There is a general concept that the syllabus is the contract between the student and the instructor. There is a need for further discussion in this area.

E. Unfinished Business

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

1. Program Viability (BP/AP 4021)
2. Advisory Boards based on Industry Clusters, Advisory Committee Taskforce
3. Academic Departments (BP/AP 4023)
 - Note: Senators will be discussing this item with their schools

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.

- Rebecca asked that if there are any possible future business items to please inform her.

G. In Committee

Here is a list of policies that the Policy Review Committee is working on in the event someone would like to attend.

Please contact [David Andrus](#) if you would like to be informed when one of the specific items below will be discussed in committee. Policy Review meets every Thursday from 2:00 – 3:00 pm in BONH 248

BP & AP - 4030 Academic Freedom
BP & AP 7120 – Recruitment and Selection
(Phase 2 – BPs 5529, 5530 & 5531)- Student Conduct
Digital Badges

- The Digital Badges item will be listed as a “Discussion” item for the Feb. 14, 2019 meeting.

H. Announcements

- Next Academic Senate Meetings, February 14, 2019; February 28, 2019; March 14, 2019 & March 28, 2019
- [ASCCC 2019 Spring Plenary Session](#)
- Vacant At-Large Senator position

I. Adjournment: 5:06 pm.

CURRICULUM COMMITTEE SUMMARY

February 7th, 2019

3:00 pm – 5:00 pm

Bonelli Hall 330

Curriculum Committee Members

Members Present: Patrick Backes – Articulation Officer & Curriculum Analyst (Non-voting); Erin Barnthouse – Learning Resources; Mary Bates – Mathematics, Science and Health Professions; David Brill – Visual and Performing Arts; Tricia George – Humanities; Lee Hilliard – Applied Technologies; Lisa Hooper – Faculty Co-Chair; Julie Hovden – Enrollment Services; Susan Ling – At large member; Anne Marenco – Social and Behavioral Sciences; Saburo Matsumoto – At large member; Carly Perl – Adjunct Representative; Cindy Stephens – At large member; Paul Wickline – Administrative Co-Chair (Substitute for Omar Torres); Lori Young – Business

Members Absent: Steve Erwin – Admissions and Records; Garrett Rieck – Noncredit; Kinesiology, Physical Education & Athletics - Vacant

MATH-090	Support for Statistics	1 units, 54 hours lab. New SLO, new co-requisite of MATH-140.	S. Matsumoto	Fall 2019
MATH-092	Support for Trigonometry	1 units, 54 hours lab. New SLO, new co-requisite of MATH-102.	S. Matsumoto	Fall 2019
MATH-093	Support for College Algebra	1 units, 54 hours lab. New SLO, new co-requisite of MATH-103.	S. Matsumoto	Fall 2019

-Motion to approve MATH-090, 092, 093; Motion by Anne Marenco, second by Cindy Stephens. All in favor: Unanimous.

FIRET-013	Fire Command 1A	Course will no longer be offered.	D. Breshears	Fall 2019
FIRET-014	Fire Command 1B	Course will no longer be offered.	D. Breshears	Fall 2019
FIRET-015	Fire Command 1C	Course will no longer be offered.	D. Breshears	Fall 2019

ART-205	Landmarks of Art and Visual Culture	Adding Art History, Film Studies, Photography, and Humanities disciplines to minimum qualifications. Art discipline will remain as a minimum qualification option.	M. McCaffrey	Fall 2019
HRMGT-210	Hotel and Restaurant Law	Adding Law discipline to minimum qualifications. Hotel/Motel Services, and Restaurant Management disciplines will remain as a minimum qualification options.	K. Anthony	Fall 2019
LEPD-047	Basic Collison Investigation	Correcting units to 1.50 units based on hours (formerly 2 units).	J. Dulla	Fall 2019
LEPD-051	Public Safety Dispatcher	Correcting units to 5.75 units based on hours (formerly 6 units).	J. Dulla	Fall 2019
LEPD-080	Radar Operator Course	Correcting units to 1 unit based on hours (formerly 1.50 units).	J. Dulla	Fall 2019
LEPD-081	Firearms Long Rifle Instructor (RITS)	Correcting units to 1 unit based on hours (formerly 2 units).	J. Dulla	Fall 2019
LEPD-083	Bicycle Patrol School	Correcting units to 0.75 unit based on hours (formerly 2 units).	J. Dulla	Fall 2019
LEPD-087	Firearms Tactical Shotgun Instructor	Correcting units to 1.25 unit based on hours (formerly 2 units).	J. Dulla	Fall 2019
LEPD-090	Motorcycle Training	Correcting units to 2 unit based on hours (formerly 4 units).	J. Dulla	Fall 2019
LESD-011	Tactical Communications	Correcting units to 0.25 - 4 units based on hours (formerly 0.15 – 5 units).	J. Farhat	Fall 2019
LESD-028	Control, Escort, Restrain, Takedown 1	Title change (Formerly “Basic Jail Specific Restraint Techniques).	J. Farhat	Fall 2019
LESD-041	Adult Corrections Officer Core Course	Correcting units to 12 units based on hours (formerly 13 units).	J. Farhat	Fall 2019

MATH-100	Liberal Arts Mathematics	New DLA - 100% online and Hybrid options.	S. Matsumoto	Fall 2019
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Adobe Photoshop Association Certification Exam Preparation	Certificate of Completion	Title change (formerly “Adobe Certification”). Revised PSLO to “Identify and select appropriate techniques for the success for preparation for the Adobe Photoshop Associates Certification Exam.”	W. Brill-Wynkoop	Fall 2019
Computer Networking	A.S. Degree	Replacing CMPNET-131 with CMPNET-171 in required courses. Total major units decreased to 29.5 units, formerly 30 units	L. Hilliard	Fall 2019
Computer Networking	Certificate of Achievement	Replacing CMPNET-131 with CMPNET-171 in required courses. Total certificate units decreased to 29.5 units, formerly 30 units	L. Hilliard	Fall 2019

NC.FIRT-001	Fall Firefighter In-Service Training	1 – 242 hours, existing credit courses now being offered as noncredit.	D. Breshears	TBD
NC.FIRT-003	Spring Firefighter In-Service Training	1 – 242 hours, existing credit courses now being offered as noncredit.	D. Breshears	TBD
NC.FIRT-004	Summer Firefighter In-Service Training	1 – 242 hours, existing credit courses now being offered as noncredit.	D. Breshears	TBD

NEW NONCREDIT INSTRUCTIONAL SERVICE AGREEMENT (ISA) PROGRAMS –

Firefighter In-Service Training	Certificate of Completion	3 courses (NC.FIRT-001, 002, 003), new Program SLO.	D. Breshears	TBD
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LEPD-019	Critical Incident Decision Making-Hydra Simulation	Revised description, objectives and content.	J. Dulla	Fall 2019
LEPD-066	Drug Recognition Expert Instructor	Revised description, objectives and content.	J. Dulla	Fall 2019
LEPD-097	Motorcycle Training Instructor	Correcting units to 2 units based on hours (formerly 2.50 units). Revised description, objectives and content.	J. Dulla	Fall 2019
LEPD-099	ICS 400: Advanced ICS	Correcting units to 0.50 units based on hours (formerly 1 unit). Revised description, objectives and content.	J. Dulla	Fall 2019
LEPD-122	Command Officer Development	Correcting units to 0.50 – 3.50 units based on hours (formerly 0.25 – 5 units). Revised description, objectives and content.	J. Dulla	Fall 2019

MATH-090	Support for Statistics	New co-requisite of MATH-140.	S. Matsumoto
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MATH-092	Support for Trigonometry	New co-requisite of MATH-102.	S. Matsumoto
MATH-093	Support for College Algebra	New co-requisite of MATH-103.	S. Matsumoto

MATH-100	Liberal Arts Mathematics	100% online and Hybrid options.	S. Matsumoto

-Motion to approve all items on 02/07/2019 Consent; Motion by Anne Marengo, second Julie Hovden. All in favor: Unanimous.

Discussion Items:

Chair Report, Lisa Hooper

- Welcome back! Parking structure looks good and the rainfall has been amazing.
- English 101 Class Size Discussion – moved to 2/14 meeting. Please review the materials provided by the English Department (check your email). Let me know if you have any questions or require and additional information and I'll see if the English department can provide to us before the 2/14 meeting.
- Technical Review Weeks and Face-to-Face (F2F) Sessions. Please sign up for two (2) sessions this semester (no more than 5 courses per session, we promise). Reviews can still be conducted electronically in eLumen; remember notes can be viewed by author. I will meet with Patrick on the Monday morning of meeting weeks to summarize all feedback for authors; you are welcome to come to these F2F sessions
- Committee Priorities. Revisions, we need to get through these first! New courses and programs – how should we prioritize?
- ADT's – Global Studies has been submitted to the State, Economics and Art History coming to committee for review soon. Other possible ADT's that we may have the required courses for include Anthropology, Child & Adolescent Development, Film/TV/Electronic Media, Law/Public Policy & Society, Nutrition, and Social Work/Human Services. ADT's are a benefit to students and we can count multiple awards for the same student.
- Out-of-Discipline Pre-Requisite meeting will be our normal meeting on May 2nd, If any we receive any proposals for an out-of-discipline pre-requisite, we will review at this meeting. Statistical Validation through Institutional Research must be provided for this meeting
- Our end-of-the-year retreat will be at an off-campus location immediately following our last meeting on May 16th.

Articulation Report, Patrick Backes

- CSU-GE/IGETC proposals have been submitted. should receive the decisions in late March/early April...should! One time "Special AB 705 2nd submission cycle" is being offered this year for courses that have been modified/created to comply with AB 705. These submissions are due by March 1st and those decisions are anticipated to be sent out in May.
- Planning for Spring 2019 Curriculum Reviews. We have approximately 120 courses left on the five year revision list to review this Spring semester, 15 new credit course proposals at Stage 5 that could potentially be brought to committee, and 43 new Noncredit courses at Stage 5 that could potentially be brought to committee. Coming up with some strategies to get through this workload....stay tuned.

New Courses - Includes ISA's	3	Modified Non Credit Courses	-0-	Modified Prerequisites	-0-
New Programs – Including Noncredit	1	New DLA's	1	Deleted Courses	3
Modified Courses	18	New SLO's	4	Deleted Programs	-0-
Modified Programs	3	Modified SLO's	1	Proposals Reviewed in Technical Review Session	8
New Non Credit Courses – Including ISA's	3	New Prerequisites	3	Proposals Returned from Technical Review Session	-0-

HUMAN RESOURCES OFFICE

To: Rebecca Eikey
President, Academic Senate

From: Linda Clark
Senior Human Resources Generalist (Faculty)

CC: Rian Medlin, Director, Human Resources
Marilyn Jimenez, Administrative Assistant to the Academic Senate

Subject: Discipline Assignment for Annie Abouliau

Name: Annie Abouliau

Position: Full-time English Instructor

Discipline Assignment: English

The minimum qualifications for the discipline of English:

- Possession of an unexpired California Community College Instructor Credential in English.
- ✓ Master's degree in English, literature, comparative literature, or composition;
- Bachelor's in any of the above and Master's in linguistics, TESL, speech, education with a specialization in reading, creative writing or journalism;
- Equivalency: An official transcript documenting successful completion of any Master's degree from an accredited institution of higher education and official transcripts documenting successful completion of 24 semester units in the discipline at the upper division and graduate level, a minimum of which must be 12 graduate level semester units.

Annie Abouliau meets minimum qualifications with:

- Master's degree in English from California State University Long Beach

Discipline Assignment: Law

The minimum qualifications for the discipline of Law:

- Possession of an unexpired California Community College Instructor Credential in Law.
- ✓ JD or LL.B.

Annie Abouliau meets minimum qualifications with:

- Juris Doctor degree from University of Southern California

HUMAN RESOURCES OFFICE

Date: January 29, 2019

To: Rebecca Eikey
President, Academic Senate

From: Linda Clark
Senior Human Resources Generalist (Faculty)

CC: Rian Medlin, Director, Human Resources
Marilyn Jimenez, Administrative Assistant to the Academic Senate

Subject: Discipline Assignment for Wesley Keene

Name: Wesley Keene

Position: Assistant Director, The Learning Center

Discipline Assignment: Educational Administrator

The minimum qualifications for service as an educational administrator shall be both of the following:

- Possession of a master's degree; and
- One year of formal training, internship, or leadership experience reasonably related to the administrator's administrative assignment.

Wesley Keene meets minimum qualifications with:

- Master's degree in Psychology from Virginia Tech
 - 5 years of leadership experience as Chair of Social Sciences at Gulf Coast State College
-

Discipline Assignment: Psychology

The minimum qualifications for the discipline of Psychology:

- ✓ • Possession of an unexpired California Community College Instructor Credential in psychology;
- Master's in psychology;
- Bachelor's in psychology and Master's in counseling, sociology, statistics, neuroscience or social work.
- No equivalency accepted.

Wesley Keene meets minimum qualifications with:

- Master's degree in Psychology from Virginia Tech.

HUMAN RESOURCES OFFICE

Date: December 12, 2018

To: Rebecca Eikey, President, Academic Senate

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

CC: Rian Medlin, Director Human Resources
Marilyn Jimenez, Administrative Assistant to the Academic Senate

Subject: Additional Discipline Assignments for Regina Blasberg

The following information is provided for additional discipline assignments:

Regina Blasberg

In addition to her current discipline assignments of **Civil Engineering** and **Environmental Technologies**, Regina Blasberg, Full-Time Engineering Instructor, met the minimum qualifications for the following disciplines at her time of hire on 8/21/2006:

- **Engineering Technology**
- **Building Codes and Regulations**
- **Engineering Support**

The minimum qualifications for **Engineering Technology** are:

Master's in any field of engineering technology or engineering

OR

Bachelor's degree in either of the above **AND** Master's degree in physics, mathematics, computer science, biological science or chemistry,

OR

Bachelor's degree in industrial technology, engineering technology or engineering **AND** a professional engineer's license

Regina meets minimum qualifications for **Engineering Technology** with:

- M.S., Civil Engineering, University of California, Los Angeles

The minimum qualifications for **Building Codes and Regulations** are:

- Any bachelor's degree and two years of professional experience.

OR

- Any associate degree and six years of professional experience
Regina meets the minimum qualifications for **Building Codes and Regulations** with:
- M.S., Civil Engineering, University of California, Los Angeles
- Four (4)+ years of experience in Building Codes and Regulations

The minimum qualifications for **Engineering Support** are:

- Any bachelor's degree and two years of professional experience

OR

- Any associate degree and six years of professional experience.

Regina meets the minimum qualifications for **Engineering Support** with:

- M.S., Civil Engineering, University of California, Los Angeles
- Four (4)+ years of experience in Engineering Support

Santa Clarita Community College District
COLLEGE OF THE CANYONS

HUMAN RESOURCES OFFICE

Date: November 26, 2018

To: Rebecca Eikey
President, Academic Senate

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

CC: Rian Medlin, Director Human Resources
Marilyn Jimenez, Administrative Assistant to the Academic Senate

Subject: Additional Discipline Assignment for Samuel Bolanos

The following information is provided for additional discipline assignment:

Samuel Bolanos

In addition to his current discipline assignments of **“Computer Networking”**, **“Engineering”** and **“Electronic Technology”**, Samuel Bolanos, Full-Time Computer Networking Instructor, has requested to have his qualifications reviewed for the following additional discipline assignment:

- **Computer Science**

The minimum qualifications for Computer Science Instructor are:

Master’s degree in computer science or computer engineering

OR

Bachelor’s degree in either of the above AND Master’s degree in Mathematics, Cybernetics, Business Administration, Accounting or Engineering

OR

Bachelor’s degree in Engineering AND Master’s degree in Cybernetics, Engineering, Mathematics, or Business Administration

OR

Bachelor’s degree in Mathematics AND Master’s degree in Cybernetics, Engineering Mathematics, or Business Administration

OR

Bachelor’s degree in any of the above AND a Master’s degree in Information Science, Computer Information Systems, or Information Systems.

Samuel Bolanos meets minimum qualifications for **Computer Science** with:

- M.S., Electrical Engineering, Loyola Marymount University
- B.S., Electronics Engineer ITESO University, Guadalajara, Mexico

Part-Time Faculty MQ&E for winter 2019

Goetting, Desiree	Adjunct – Biological Sciences	Master's in any biological science OR Bachelor's in any biological science AND Master's in biochemistry, biophysics, or marine science or the equivalent.	MS Biology, California State University, Northridge
Carlone, Mooslin, Laura	Adjunct – History	Master's in history OR Bachelor's in history AND Master's in political science, humanities, geography, area studies, women's studies, social science or ethnic studies	MS History, California State University, Northridge
Guay, Kevin	Adjunct – History	Master's in history OR Bachelor's in history AND Master's in political science, humanities, geography, area studies, women's studies, social science or ethnic studies	PhD History, The University of Texas at El Paso, MA History, California State University, Northridge

ISA list for winter 2019

Daugherty, Sean Gene	Los Angeles County Fire Department	Any bachelor's degree and two (2) years of full-time equivalent professional experience directly related to the faculty member's teaching assignment or the equivalent; OR- Any associate degree and six (6) years of professional experience directly related to the faculty member's teaching assignment or the equivalent.	MS in Emergency Services Administration, California State University, Long Beach, AS in fire technology from Mount San Antonio College and 15 years of experience in fire technology

Conveying Support Through Your Syllabus

Your syllabus is one of the first ways you create a relationship with your students. They tend to be full of facts and policies (often worded in a cold tone or punitively). This can put students off and create a perception of further obstacles between a student and their success. This is especially true for students that are first generation students, English language learners, students of color, students with disabilities, etc. But this is something we can actually change quite easily (*AND* without lowering our expectations or the academic rigor of our course).

There are two simple things you can do throughout your syllabus that change the entire message to students.

1. Use the words *me* and *you* instead of *instructor/professor* and *student/s*. Use *we* when you talk about classroom expectations and culture. Here are some examples:

Use *me* and *you*:

Participation is Important: Being prepared by reading assigned course materials and getting involved during class times will directly contribute to how well you learn the content and how much you take away from your experience. *There are also points for the work completed in class each day.*

This course has been constructed with active participation in which you create and apply your knowledge. I believe it is the best way to engage you in deeper learning about the material (and it makes the class more enjoyable). I welcome your comments, thoughts, and/or questions. I hope you take an active role in the class.

Please also note that what you bring to the course (your knowledge, opinions, insight, and experience) is as important as what you will take from the course. You have valuable contributions to make that will benefit us all.

Using *we*:

During the first class meeting we will brainstorm the beliefs and needs we have and how we can collectively create a safe, inclusive, diverse, respectful, and responsive learning environment.

2. **Remove as much negative as possible. Instead of lists of prohibitions, create lists of tips/hints for success.** See the difference between these two policies on Academic Integrity:

Before:

- DO NOT cheat or take credit for work that is not yours.
 - This has been defined by the college to include:
 - Using information from any source, online or in print, in one's own writing without acknowledging the source in the content and in the reference page of the assignment;
 - Simply listing the sources in the reference page, without parenthetical citations in the body of the essay;
 - Taking more than one printed line of words consecutively from the source without putting quotation marks around them, even though the student has put the author's name in the

parentheses or in the reference page;

- Turning in work done for other classes, regardless how big or small the assignment may be, without the current instructor's approval—this is considered “self-plagiarism,” which is a form of academic dishonesty; or,
- Turning in work by another student, even by accident

After:

- Be honest!
 - Here are some helpful guidelines:
 - If you use information from any source, online or in print, in your own writing, be sure to acknowledge the source within the content AND in the reference page of the assignment.
 - If you take more than one printed line of words consecutively from the source, put quotation marks around them, put the author's name in parentheses, and provide a full reference.
 - Complete original work for this class. Avoid reusing your own work (without permission) or using the work of another student.

Ensuring that students know that they have your support (and then the support of their classmates) is something we can do to help students perceive the possibility of success in our classes. Once they think they can succeed, you can reinforce that by having high expectations of your students and by the way you interact with them in your day-to-day instruction and interactions. You do not have to be “soft,” but you can be supportive and understanding.

Bonus Ideas:

1. Include something that humanizes you and explains your “why.” Consider sharing your teaching philosophy:

Teaching Philosophy: I believe I am here to facilitate your learning by providing resources to allow you to uncover new information, make personal connections, develop and practice skills, and apply your understanding. This is best done through experiences that are engaging, interactive, reflective, constructive, and/or collaborative that provide opportunities for many learning styles and strengths. I am not the only one who can “teach” in this course. Each of your experiences and insight contributes to our learning environment.

2. Help students see different ways of looking at success and their “why.” I have added a (mostly borrowed) definition of success in my syllabus as well:

Recognize the many forms of success!

While most students have a desire to see a certain grade on their transcripts at the end of the course, it's important to note that success happens in many ways. Success happens when we are the first in our families to go to college because we represent not just ourselves, but also our families. Success happens when we create new identities for ourselves – identities that lie in contrast to the words and actions of others who tell us that we do not belong in college, that we are at-risk, or that we are not capable of online classes. Success happens every time we notice a classmate who needs and advocate or a friend, and we act on their behalf through support, encouragement, and kindness.

Equity/Inclusive Language & Syllabi, Jennifer Paris

“As artifacts of practice, syllabi can reinforce and reproduce the norms and rules that generally align with the experience of white students, or syllabi can counter those norms and rules. For racially/ethnically minoritized students who have experienced exclusion, marginalization, discrimination, and oppression in educational settings and elsewhere, syllabi can be tools for equity--minded practice. In particular, faculty can use syllabi to demystify the implicit norms and ambiguous processes that characterize college such as how to be a “successful” student. Syllabi can welcome them into a classroom where they will be cared for, and validate their pursuit of a college degree and ability to be successful. They can send the message that while students need to work hard in college, faculty are there to support and work in partnership with them. Finally, syllabi can affirm the belonging of racially/ethnically minoritized students in higher education by representing their experiences in the course materials and by deconstructing the presentation of white students and white experiences as the norm.”

The Center for Urban Education Syllabus Review Guide for Equity-Minded Practice.

Additional Resources for Discussion

<https://www.brown.edu/sheridan/teaching-learning-resources/inclusive-teaching/statements>

<https://tomprof.stanford.edu/posting/1625>

BP 4030 ACADEMIC FREEDOM

Reference: *Education Code section 76120; Title 5 section 51023; Accreditation Standard I.C.7*

A. GENERAL PRINCIPLES ON ACADEMIC FREEDOM

1. The free expression guarantee provided by the United States Constitution's First Amendment is vital to America's democracy; functioning of democratic institutions depends on the people's freedom to vigorously discuss, debate, disagree, challenge and dialogue on all topics of public concern.
2. To fulfill its civic and educational mission, an institution of higher education must encourage its campus community to comprehend and value the importance of the right of free expression to an open society and an educated populace.
3. Developing the critical inquiry and thought required for individual success and societal progress can only occur in an academic environment that promotes an open and free exchange of ideas and freedom of expression must, therefore, extend to students and faculty in an educational environment.
4. The College supports academic freedom for its faculty and students and encourages them to develop and accept opportunities for critical thinking and personal growth without compromising the respect to which all persons are entitled.

B. ACADEMIC FREEDOM AND THE FACULTY

1. Academic freedom in the course of instruction means that District faculty may present and explore all issues relevant to their disciplines regarding the substance of each course's content. It includes the full scope of professional faculty obligations relative to assigning textbooks, presenting student learning activities, evaluating student performance or achievement, and participating in the academic life of the community.
2. Academic freedom also requires intellectual honesty and integrity, including the balanced presentation of any differing perspectives and interpretations that professional, disciplinary standards would require.
3. The District expects that faculty will maintain scholastic currency in their academic disciplines, and their capabilities as instructors within those disciplines.
4. The District recognizes that its faculty members are also private citizens who are free from censorship or discipline when speaking or writing as public citizens. Nevertheless, faculty should understand that the public may judge their profession and the District by their speech and writings. Thus, faculty who speak or write as a private citizen should be accurate, exercise appropriate restraint, show respect for the opinions of others, and clearly declare that the faculty member is speaking or writing in a private capacity and not on the District's behalf. This provision, however, does not limit the right of faculty to publicly or privately comment on District policies, procedures, or practices, or to peacefully debate any subject of interest to the academic community or society at large.

5. As members of a profession that relies on academic freedom, all faculty members have an obligation to exemplify the highest standards of professional conduct and to promote an understanding of this principle to their colleagues, students, and the community.

C. ACADEMIC FREEDOM AND STUDENTS

1. By engaging in academic study within the District, students should accept that they will study in an environment designed to present a full, open, and thoughtful range of academic insights, perspectives, and viewpoints and that they are likely to be exposed to conflicting and controversial views as a result.
2. Academic freedom allows students to take reasoned exception to the concepts and conclusions presented in any course of study in a manner that is consistent with the District's Code of Student Conduct. Students remain responsible, however, for learning the content of any course in which they are enrolled, and can expect to be tested on their knowledge of such information.

D. DISTRICT RESPONSIBILITIES AND SUPPORT

1. The District is committed to the full support of the principle of academic freedom within all its activities.
2. The District supports the freedom of all faculty to inquire, to teach controversial content, to model and encourage critical thinking, and to present all viewpoints within each discipline.
3. The District supports the freedom of all students to inquire, access the full range of information available, explore difficult and controversial material, develop and practice critical thinking skills, and learn in a climate free of intimidation and conducive to the free exchange of ideas.
4. The District recognizes that the California Education Code grants faculty the right and the professional responsibility to assign grades free from political influence, intimidation, or legal threat.

E. ROLE OF ACADEMIC SENATE

1. The Academic Senate shall establish a Committee on Academic Freedom to provide clarification and advice on matters relating to academic freedom.

See Administrative Procedure [AP 4030]

Revised 02/12/14

AP 4030 ACADEMIC FREEDOM

Reference: *Education Code section 76120; Title 5 section 51023; Accreditation Standard I.C.7*

A. ESTABLISHMENT OF AN ACADEMIC FREEDOM COMMITTEE

The Academic Senate shall establish a standing committee to consider matters of academic freedom (hereinafter, “committee”).

B. COMMITTEE MEMBERSHIP

1. The committee shall consist of at least three faculty appointed by the Senate for a term of one academic year, one of whom will be designated as Chair. The Senate may re-appoint members for subsequent terms.
2. At the request of the Senate, the committee, or any person or entity (including, but not limited to, any academic or non-academic department, school, or campus organization) having an interest in a matter under the committee’s consideration, the Senate may appoint a disinterested person with specialized training or expertise to serve temporarily as an *ex officio* (non-voting) advisor to the committee on issues within the appointee’s area of training or expertise.
3. The Senate will strive to ensure that the faculty committee members include full time and adjunct faculty to the extent possible.
4. Any committee members having a direct interest in a matter under the committee’s consideration shall disclose the interest and recuse themselves from participation in that matter and, in that event, the Senate may appoint a suitable replacement for the limited purpose of participating in the committee’s work on that matter.

C. COMMITTEE WORK

The committee’s work includes (1) making formal recommendations on academic freedom matters to the Senate in relation to a dispute, controversy, or other matter including, but not limited to, an alleged violation of Board Policy 4030, (2) offering informal advice or guidance on matters of academic freedom, (3) undertaking initiatives to educate the campus community with respect to academic freedom, and (4) other activities relating to academic freedom assigned by the Senate.

1. Requests for Formal Recommendations: The Senate, a faculty member, a college committee, or an academic or non-academic department may ask that the committee provide its interpretation, clarification, analysis, or opinion on an issue directly or indirectly concerning academic freedom to the Senate (the “Matter”).
 - a. The Conditional Report: The committee shall, subject to the exceptions set forth in this procedure, provide a written report containing its interpretations, clarifications, opinions, findings, and/or recommendations on the Matter to the full Senate, as well as the parties requesting the report, subject to any restrictions required by FERPA and other privacy rules and regulations (“Conditional Report”). The Senate may return the Confidential Report to the committee for its reconsideration, or further consideration, of any point raised therein or any related point. The committee shall begin its work with a presumption that a Matter justifies the creation of a Conditional Report but has discretion to decline to issue a Conditional Report if, after considering the Matter in light of the committee’s charge, it determines that the Matter either does raise an issue of academic freedom of such significance to warrant Senate involvement or that a Confidential Report is otherwise unjustifiable or unwise. The committee shall explain its reasons for declining to issue a Conditional Report, in writing, to the Senate President and the party or parties who initiated the Matter. The Senate may direct that the committee prepare a Conditional Report nonetheless.
 - b. The Final Report. A Conditional Report is inoperative unless and until the Senate approves and adopts it, in whole, in part, or as modified, as its own final report on the Matter (“Final Report”). A Final Report constitutes the studied interpretation, opinion, recommendation, and finding of the Senate on the Matter and is entitled to appropriate weight and consideration by all parties involved and the campus community as a whole. The Senate shall deliver a copy of any Final Report to the Chief Executive Officer, the Chief Instructional Officer, and to the party or parties who initiated the Matter.
2. Requests for Informal Advice or Guidance: At any faculty member’s request, the committee may provide informal advice or guidance, which will not require a Conditional Report or a Final Report, with respect to a matter of academic freedom (“Informal Matter”).
 - a. Committee Discretion to Provide Advice: The committee shall retain discretion to accept or reject a request for informal advice or guidance on an Informal Matter.
 - b. Requests for Confidentiality: The faculty initiating a request for advice or guidance on an Informal Matter may ask that the committee provide that advice and guidance confidentially. If the initiating faculty member requests confidentiality, the committee shall preliminarily and presumptively undertake all reasonable measures to maintain the confidentiality of the information disclosed to the committee and the committee’s advice and guidance. The committee cannot, however, maintain or promise to maintain confidentiality to the extent such confidentiality is made impossible, impracticable, unlawful, or violative of any other District policy and procedure. Furthermore, the committee has discretion to decide, after hearing the Informal Matter, that maintaining confidentiality would be harmful to the Senate, the campus community, or other faculty. In the event that the committee determines that maintaining confidentiality over an

Informal Matter would be harmful to the Senate, the campus community, or other faculty, it shall present the Informal Matter to the Senate President who may instruct that the committee either maintain confidentiality, to the extent allowable under this procedure, or prepare a Conditional Report.

D. COMMITTEE PROCEDURES

5. The committee shall operate in an open, collegial manner to the extent possible.
6. Decisions of the committee shall be made by a vote of a majority of its members.
7. The committee shall meet at least twice each semester but may meet as often as the committee determines is necessary to complete committee work.
8. The committee shall establish its own guidelines to govern committee meetings and operations including, but not limited to, setting meeting dates/times and establishing procedures for the intake of new requests for Formal Recommendations or Informal Advice of Guidance.
9. All decisions of the Academic Freedom committee will be made by a vote of a majority of its members.
10. The committee will work with Human Resources, and other appropriate departments, to ensure that all parties' privacy, FERPA, and other related rights are respected.
11. The committee shall have wide discretion to consider, receive, and solicit information and evidence from outside sources, whether documentary or otherwise, to assist and inform its work and to affix weight and significance to that information and evidence. The committee's exercise of its investigatory and deliberative discretion shall be impartial and reasonable under the totality of the circumstances, as determined by the committee.
12. Before the creation of a Conditional Report, the committee shall provide notice of a Matter to any Administrator or Department Chair who the committee reasonably determines has, or may have, a direct or substantial interest in that Matter to allow those parties a reasonable opportunity to provide relevant documentary or other information regarding that Matter to the committee. To avoid undue delay, the committee shall have the discretion to establish a reasonable time limit for submission of such information. This notification requirement does not apply where the committee exercises its discretion to decline to prepare a Conditional Report or with regard to any Informal Matter.

Revised 02/12/2014