

## Academic Senate Summary for April 1, 2021

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

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

Guest							
Collette Gibson	X	Dr. Kathy Bakhit	X	Jennifer Smolos	X	Miriam Golbert	X
Desiree Goetting	X	James Glapa-Grossklag	X	Kelly Burke	X	Sara Breshears	X
Dr. Diane Fiero	X	Dr. Jasmine Ruys	X	Marla Markarian	X	Siane Holland	X
Dr. Kathy Bakhit	X	Jennifer Smolos	X	Michelle LaBrie	X		

### A. Routine Matters

1. Call to order: 3:06 pm
2. Public Comment: none
3. Approval of the Agenda:
  - Motion to approve the agenda by Erica Seubert, seconded by Shane Ramey. *Gary Collis (yes) proxy vote for Jennifer Paris, Regina Blasberg (yes) proxy vote for Mary Corbett.* Votes collected using participant's window. Unanimous. Approved.

4. Committee Appointments:
  - Aivee Ortega, Hiring Committee
  - Accreditation Committees (pg. 3)
    - These committee appointments are in addition to those appointed last academic year.
5. Sub-Committee Summaries: none
6. Approval of the Consent Calendar
  - The Curriculum Committee Summary is from March 25, 2021 not 2020.
  - Motion to adopt the consent calendar by Tammera Rice, seconded by Ambika Silva. Gary Collis (yes) proxy vote for Jennifer Paris, Regina Blasberg (yes) proxy vote for Mary Corbett. Votes collected using participant's window. Unanimous. Approved.

Academic Senate Summary, March. 18, 2021 (pg. 4-11)	<a href="#">Curriculum Committee Summary, March 25, 2020</a>
Program Viability Committee Summary, March 4, 2021 (pg. 12-14)	

## B. Reports

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

1. Honors Annual Committee Report, Miriam Golbert
  - TAP Certification: Every year the TAP Certification is met with UCLA. This year has been the largest group with 67 applicants. Acceptance information will be received soon. Most students stated they were accepted on their first major. Special thanks to Patricia Garcia who is the unofficial Honors Counselor who is helping with the TAP Certification process. Patricia has been meeting with every student and assists with the paper forms which are then uploaded online to the UCLA TAP website. This process is 100% online this year.
  - Honors Transfer Council of California: There have been 17 Honor students accepted to present at the Honors Transfer Council of California. This is a cohort of Community Colleges. This is to present at the Research Conference hosted by UCI. 9 students were presenters. Miriam attended the presentation with the students.
  - Virtual Honor Celebration: This event will be held either May 5<sup>th</sup> or May 8<sup>th</sup>. The May 8<sup>th</sup> date is a on a Saturday and there will be family member attending with the students. Transfer students and Phi Theta Kappa students will be honored and celebrated.
  - New Members Welcomed for the Honors Committee: The committee is open to new members. There was a reminder that the committee meets on the 3<sup>rd</sup> Wednesday of the month at 4:00pm.
2. Academic Senate Presidents Report, David Andrus
  - Academic Senate Survey: David sent an email regarding the Senate survey link with a deadline of April 2<sup>nd</sup>. If anyone wants to complete the survey during spring break, please let David know.
  - Special Celebration meeting: There are faculty who will be eligible for Emeriti and Tenure status by the end of the academic year. The Emeriti and tenure recognition has been done in the past at the Graduation ceremonies. When meetings are held in Bonelli

Hall 330 there is usually someone from that retiring faculty member's department/school who typically nominates them and then shares some comments and thoughts. Last year, then Academic Senate President, Rebecca Eikey made sure more time was allocated to honor emeriti and tenured faculty by hosting a special celebration meeting. After this current meeting there are 3 meetings remaining for spring 2021. Thus, there is a proposal to either honor retirees and tenured faculty at the last meeting of the semester or host a separate celebration meeting on the last Thursday of the semester in June. COCFA also honors retirees at the end of the semester at an event off campus. There are approximately 7 faculty members retiring at the end of the spring 2021. It may be best to host a separate meeting as allocating 15 minutes at the end of the last Senate meeting may not be sufficient time. A discussion or action item may return on the April 22<sup>nd</sup> meeting to discuss how best to honor these faculty.

- ASCCC Area C Meeting: David attended this meeting. ASCCC reviewed several resolutions. David will share the resolutions packets with the Academic Senate so everyone can be informed of what is taking place statewide.

### C. Action Items

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

1. Curriculum Cultural Competency Checklist Implementation & Use, Katie Coleman, David Andrus & Lisa Hooper (pg. 15)
  - a. Most people were in support of the content at the last meeting.
  - b. Motion to adopt the Curriculum Cultural Competency Checklist Implementation & Use by Erica Seubert, seconded by Laurent Rome. *Gary Collis (yes) proxy vote for Jennifer Paris, Regina Blasberg (yes) proxy vote for Mary Corbett*. Votes collected using participant's window. Unanimous. Approved.
2. BP 4060 Delineation of Functions Agreement, Gary Collis (pg. 16)
  - a. This policy has been in effect since 2008. This policy was brought forward by Dr. Omar Torres to the Policy Review Committee as part of the cyclical review. If a college decides to offer part of its non-credit course offerings via adult education through some sort of other external entity and there is a contractual arrangement in place this policy then allows for the development of a formal agreement. This is in concert with the BOT as the board need to authorize. Currently, this is not being exercised but this can be in the future and has been in the past. The document will be corrected as there is a typo. This policy was last approved 7 years ago.
  - b. Motion to adopt BP 4060 by Garrett Rieck, seconded by Carly Perl. *Gary Collis (yes) proxy vote for Jennifer Paris, Regina Blasberg (yes) proxy vote for Mary Corbett*. Votes collected using participant's window. Unanimous. Approved.
3. Summer/Fall 2021 Online Instructor Certification Determination, David Andrus (pg. 17-18)
  - a. Background: The majority of this proposal was met with general acceptance; Therefore, David called together the same work group. There were many union issues and questions that this workgroup addressed. Special thanks to CETL and IOI instructors that helped guide the workgroup with ideas and proposals and for helping to develop a meaningful and not overly laborious proposal. These proposals were taken back to Ed Tech that accepted all 5 provisions. There was a request from Ed Tech to modify #5 within the policy as it previously suggested that everyone has to be specifically

OnlineLIVE trained/certified by summer 2022, even if they are IOI certified. This was bumped back to fall 2022, beginning with the new academic year 2022-2023, for staffing purposes.

- i. IOI Certified Instructors: Anyone who is currently IOI Certified to teach online can teach OnlineLIVE through the summer of 2022. Beginning fall 2022 IOI training alone will no longer allow faculty to teach OnlineLIVE classes. They will have to have received the newly established OnlineLIVE training/certification at that point.
    - ii. Provisionally Certified Instructors: Anyone who is provisionally certified will have their certifications permanently expire on December 31, 2021.
    - iii. There are approximately 90 adjuncts and 10 full-time instructors who are provisionally trained.
  - b. NEW! OnlineLIVE Instructor Certification Training: This training will be very focused with possible 5-9 hours of training. There has been a discussion for a refresher training requirement for OnlineLIVE for one additional hour of training so that the new certification is periodically updated and applied to all instructors. OnlineLIVE is not only zoom teaching. This is an integration of CANVAS and how it can work to support faculty in an OnlineLIVE Zoom environment. The idea is to use CANVAS in a very meaningful way to support synchronous instruction. This format will most likely live post pandemic and thus the reason for the new certification requirement. This training will be ready by summer or fall 2021, possibly sooner. It is recommended to have those who are provisionally certified only be trained first; However, this training is open to everyone. CETL will be developing this curriculum.
  - c. HyFLEX vs OnlineLIVE Instruction: There was a clarification that HyFLEX is not considered OnlineLIVE. There will not be a different certification required HyFLEX instruction.
    - i. HyFLEX Instruction: This format allows for students to be both in the classroom and remote. This format builds an interactive environment. This is different than having someone teach remotely using CANVAS. HyFLEX was developed to accommodate students who had schedules who prevented them from going to campus. This encouraged better participation. This is its own modality and should not be conflated with OnlineLIVE.
    - ii. OnlineLIVE: This format allows for an instructor to teach remotely from their computer. It was suggested that someone who is teaching HyFLEX could end up overlapping the instruction to the OnlineLIVE modality. This should not happen. HyFLEX is its own unique modality and requires its own tools and different skills. There are some disciplines that are finding that this format does have value and others feel it does not.
  - d. Ed Tech, IOI instructors, CETL, Senate colleagues and Administration are in support of entertaining a motion to adopt this policy.
  - e. Motion to adopt the Academic Senate Summer/Fall 2021 Online Instructor Certification Determination by Erica Seubert, seconded by Tamera Rice. *Gary Collis (yes) proxy vote for Jennifer Paris, Regina Blasberg (yes) proxy vote for Mary Corbett.* Votes collected using participant's window. Unanimous. Approved.
4. BP/AP 4040 Library Services, Gary Collis

- a. BP 4040 (pg. 19)
    - i. Dr. Torres asked the Policy Review Committee to consider reviewing this policy as it is up for cyclical review. The committee consulted with Peter Hepburn and both were in support of the current policy language and there are no new changes
    - ii. Motion to adopt BP 4040 by Peter Hepburn, seconded by Garrett Hooper. *Gary Collis (yes) proxy vote for Jennifer Paris, Regina Blasberg (yes) proxy vote for Mary Corbett. One abstention from Rebecca Shepherd.* Votes collected using participant's window. Approved.
  - b. AP 4040 (pg. 20-21)
    - i. Motion to adopt BP 4040 by Peter Hepburn, seconded by Gary Quire. *Gary Collis (yes) proxy vote for Jennifer Paris, Regina Blasberg (yes) proxy vote for Mary Corbett.* Votes collected using participant's window. Unanimous. Approved.
5. BP 4041 The Learning Center, Gary Collis (pg. 22)
- a. Dr. Torres asked the Policy Review Committee to consider reviewing this policy as it is up for cyclical review. The committee is proposing no changes. However, the document will be corrected as there are many words which have spacing issues. The document will be corrected. There was a suggestion regarding adding the OnlineLIVE learning format and if students will be able to access their remote OnlineLIVE at the TLC Center. There will be further discussion regarding how students can be serviced in the new modality. There was also a suggestion regarding information on Guided Learning Modalities and computer assisted tutorials as these are valuable resources for students. The Policy Review Committee did discuss different issues. The language on this policy is meant to be inclusive. The language is also broad as possible so that the institution does not have to revise the policy every time there is an operational change.
  - b. Motion to adopt BP 4041 by Peter Hepburn, seconded by Lisa Hooper. *Gary Collis (yes) proxy vote for Jennifer Paris, Regina Blasberg (yes) proxy vote for Mary Corbett.* Votes collected using participant's window. 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. AP/BP 7210A Academic Employees, Gary Collis (pg. 23-34)
  - a. Background: Dr. Fiero began working with the Policy Review Committee in May of 2019. Dr. Fiero has also forwarded this policy to the Equity Minded Practitioners, EEO Advisory and Adjunct Faculty for review. Various constituency groups on campus have met to develop a procedure that is both lawful and also promotes diversity and equity within faculty ranks. The goal is to ensure that the colleges hiring practices with respect to faculty encourage diversity and that this benefits students and our community. This is based on self-education and consultation with people who have given a lot of thought to diversity. Various areas on this policy were reviewed closely such as the process for job announcements, committee composition and function and the ordering and timing. Another goal was to maintain a balance to the community and to applicants that the District values diversity, wants to hire diverse candidates and that the district is operating within the law.

- b. There was a clarification that this policy is now renamed AP 7120A. Its language is being extracted from the current AP7120 to make it its own document specifically for faculty. When this item returns on the next agenda, the faculty portion of AP7120 will be repealed. The other hiring procedures for other types of employees will also be extracted and numbered as follows, 7120B, 7120C etc. over time.
- c. There was a suggestion to add to Section C, sub-section V language regarding the new CTE toolkit as this is being discussed with both the MQE Committee and Rian Medline in HR. There are suggestions as to how would applicant amass that material, adding this information states that there's an applicable equivalency. There is a separate AP 8121 which is specific to the MQ's This policy could be referenced within AP 7120A as a way to address this concern. AP 7120A is more broadly applicable and applies to all positions. Language could also be added that could reference that the job announcement will have special information about equivalency.
- d. Transfer Process: The new document includes a transfer process that came out of COCFA. This process allowed a faculty member's primary assignment to transfer from one discipline to another. This is intended to distinguish what a faculty member may be assigned to not which discipline they are eligible to teach in. For example, a Chemistry instructor who's qualified to teach in BIO is assigned to Chemistry. Furthermore, if a Chemistry faculty member wants to become officially assigned to Biology, they can teach their load primarily in BIO. Any faculty service area is at the purview of the Academic Senate.
- e. Administrative Retreat Rights: There was a recent case of a tenure track faculty position opening up and an administrator retreating into this position. There was a question regarding if that right is absolute and if a department has some say. Subsequently, there was an [ASCCC Administrator Retreat Policies Resolution](#) in fall 2020 which cited 2006 case law. This case law states that Administrative Retreat Rights are not a guarantee that the administrator gets to be a first year probationary faculty member.
- f. This case law makes it seem as though the right to retreat is not absolute and that the department discipline faculty can play a role. This is especially important given the desire to take on a student-centered approach and ensuring that people are being thoughtfully hired in these positions. There is a separate hiring criteria and processes in place for administrators. While someone may have a master's degree to have someone go into a position without any additional screening or interviewing is of concern. It is suggested to consider and to add perhaps a section in this policy that for example if there is more than one administrator who wants to retreat into a position. How would those two people be distinguished? What role would department faculty play? Who would go into a tenure track?
- g. There is a separate AP policy which addresses administrative retreat rights. Since this is an administrator trying to move into a faculty position it is not part of the open hiring or transfer process for faculty. Dr. Fiero will bring the particular policy that addresses retreat rights forward to the Policy Review Committee for further review and will look to incorporate ASCCC recommendations. There is a suggestion to connect both documents as an administrator who is looking to retreat will be referring to the job description that this policy is outlining. However, since this is a very different process this can be

referenced but will not be included in this policy. There have been a total of 2-3 administrators who have retreated in the last 16 years. If needed it is always possible to bring this document back.

- h. Screening Committee Representative (SCR): This person will be a non-voting member who will be a separate independent person. The SCR needs to be a non-voting member in the event that there should be a discriminatory complaint regarding the recruitment. This person needs to be an objective party who did not vote but was just observing the process. This person also receives special training. If there is anyone who is interested in becoming an SCR please contact Dr. Diane Fiero. This person would be assigned in concert by HR and the Academic Senate President.

- i. This item will return as an action item on the April 22<sup>nd</sup> meeting.

2. Add Code Enrollment Procedures, David Andrus (pg. 35-36)

- a. Background: There is a need to rethink parameters for student to self-enroll versus instructors having control over issues add codes. Under some circumstances students can be self-enrolling at the same time instructors are issuing add codes which can cause them to go over the enrollment cap. There is concern from faculty with allowing students to self-enroll, without an add code, as they might miss important instruction during the first week of the semester. This could set up students for failure. David communicated with both Dr. Ruys and Steve Erwin to develop a list of options. There will be differences with how this plays out with different departments. If the Senate adopts any changes at all, there needs to be a middle ground that will work for both students and faculty.

- i. Option #2: This option states that open enrollment will end 24 hours after the first-class meeting or until a class reaches maximum enrollment. CTE Departments are in favor of not having full term courses not close prior to the start of the semester.
- ii. Option #3: In this option the following, “Thursday of the first week of the term” encompasses all semesters. Full terms classes will be set up different than short term summer and winter terms. There could be two closing dates for full and short term.
- iii. Option #4: Provides full control to instructors only. Some departments are in favor of this option as they need to have control. Is there a way that short term section have a stricter closing period?

- iv. There could be one option applied to full term and another for short term.

- b. Add Codes: Add codes do not become activated until the 1<sup>st</sup> day of the term. Is there any way the codes could become activated the Thursday or Friday before the term starts? This heavily impacts online classes and students are unable to view the syllabus or access CANVAS until they are registered. This also impact students who are trying to register for short term classes. However, as per MIS, this is built into the system as being hard coded and cannot be changed. This is also connected to a start of the term. In order to do this the start of the term would need to be changed. The part of the code is delivered from Ellucian and cannot be changed. Many colleges have asked for this to be changed. There are some colleges who use a viewing only option for students who are waitlisted. While students may not be officially enrolled in a course, they are able to

view the content but would be unable to take quizzes or submit assignments. There are others who are opposed to auto-enrolling students. Students should get an add code and communicate with their instructor so they understand what they need to do to catch up.

- c. Waitlist: There are occasions when a class fills and closes. However, then a student dropped and in My Canyons it appears as though there is a spot but there is still a waitlist. Students will then email the instructors and request an add code but there are no available spots in the class. Students then feel they are being treated unfairly. There is a delay between the students receiving the add code and processing them. There can be more discussion regarding how to resolve this issue.
  - d. These options will be refined and this item will return as an “Action” item on the next agenda.
3. BP/AP 4232 Digital Credentials, Gary Collis
- a. BP 4232 (pg. 37)
  - b. AP 4232 (pg. 38-40)
    - i. Background: The Policy Review Committee has been reviewing this policy for some time. Garrett Rieck and Wendy Brill-Wynkoop are the faculty champions for these documents. Digital Credentials, or badges, carry an indication of achievement. These are growing in popularity. Leslie Carr has issued these to staff who have completed training. The college has a contract with the company who host these badges. There are increasingly more programs who are using these. A digital credential is the digital representation of skills earned. Originally the digital badges have been used for career skills program students. Student would earn a digital badge along with their certificate of completion. Most students from that student population are preferring their digital credential or badge over a paper certificate as they believe this tells employers much more of what a student has learned. On LinkedIn, for example, an employer could click on a digital badge and be able to see what courses someone took and it would highlight what skills they acquired.
    - ii. Garrett Rieck would like to use digital credentials in the Non-Credit program. These are also available for campus clubs. A policy will need to be in place before digital badges can be expanded into Non-Credit.
    - iii. Digital Credentials Policy: At this point there are no colleges that have a procedure or policy to govern digital credentials. This policy may need revisiting in the future. A policy is needed as digital credentials expand. This would prevent anyone from creating an account and just begin issuing such credentials however they wanted. The policy document has been divided into categories.
      - 1. Transcribable badge: These correspond to a recognized degree, whether it be in credit or non-credit. There will be a set format for these with a COC logo. Most universities are already offering digital credentials.
      - 2. Non-transcribable badge: Would be non-indicative of an awarding of a degree/certificate. This is more so for skill attainment or participation. There will be limitations as to what can be included. These may not use the district logo.



- iv. Academic Freedom: There will need to be discussion as to how instructors can distribute these digital badges if they are authorized by a department chair or a supervisor. It is important to ensure there is not inequity in terms of how these will be distributed.
- v. This item will return as a discussion item. Once this policy is adopted, the Senate will have to adopt a statement as a follow up as this will need to be included in the Metadata.

#### **E. Unfinished Business**

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

1. BP/AP 5010 Dual/Concurrent Enrollment

#### **F. New Future Business**

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

1. Police Reform Resolution

#### **G. Announcements**

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

**H. Adjournment:** 4:59 pm