



# College of the Canyons Academic Senate

September 5, 2024

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

Hybrid Format, via Zoom & in-person in BONH 330

## Join Zoom Meeting

<https://canyonsonline.zoom.us/j/83788078102?pwd=B3bKUsRrA4wOCQggKayblQ9r7Hqa63.1>

Meeting ID: 837 8807 8102; Passcode: 834823

One tap mobile +16694449171 US +17193594580 US

**Additional Teleconferencing locations can be found on page 2 of this agenda.**

## AGENDA

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

**ADA statement:** If you need a disability-related modification or accommodation (including auxiliary aids or services) to participate in the public meeting, or if you need an agenda in an alternate form, please contact the Academic Senate Office at [academicsenateinfo@canyons.edu](mailto:academicsenateinfo@canyons.edu) College of the Canyons

### A. Routine Matters

1. Call to order
2. Public Comment
  - *This portion of the meeting is reserved for persons desiring to address the Academic Senate on any matter not on the agenda. No action will be taken. Speakers are limited to three minutes. Public questions or comments can be submitted via email at [academicsenateinfo@canyons.edu](mailto:academicsenateinfo@canyons.edu) or asked via zoom chat feature.*
3. Approval of the Agenda
4. Committee Appointments:

<a href="#">Academic Senate Sub-Committee List</a>	Selection Committee List (pg. 3)
<a href="#">Collegial Committee List</a>	ASCCC Statewide discussion on “Common Course Numbering (CCN): Faculty Convening and Survey Opportunities.” Faculty Appointments (pg. 3)
<a href="#">Operational Committee List</a>	
<a href="#">Tenure Committee 2024-2025 list</a> (pg. 6)	

5. Sub-Committee Summaries: none

6. Approval of the Consent Calendar

<ol style="list-style-type: none"><li>1. Academic Senate Summary, May 24, 2024 (pg. 4-8)</li><li>2. Academic Senate Retreat Summary, August 22, 2024 (pg. 9-11)</li><li>3. <a href="#">Curriculum Committee Summary</a>, August 29, 2024</li><li>4. <a href="#">Updated Seniority List 2024-2025</a></li><li>5. <a href="#">Program Viability Committee Meeting Calendar for 2024-25</a></li><li>6. Majid Mosleh, <i>Department Chair for Political Science</i></li><li>7. Personal and Professional Learning Committee disbanded and renamed the Non-Credit Curriculum Committee</li></ol>	<ol style="list-style-type: none"><li>8. <a href="#">Academic Senate MQE ISA list for Spring 2024</a></li></ol> <p><b><u>New Full-Time Faculty Discipline Memos</u></b></p> <ol style="list-style-type: none"><li>1. Anthony Morris (<i>Counseling, Ujima</i>) (pg. 7)</li><li>2. Bryant Partida, (<i>Ethnic Studies-Chicano/Studies</i>) (pg. 8)</li><li>3. Eddie Becton (<i>Ethnic Studies-African American Studies</i>) (pg. 9)</li><li>4. Mireya Milian (<i>Counseling, STEM/Latin X</i>) (pg. 10)</li><li>5. Romina Macias (<i>Occupational Therapy Assistant-Academic Fieldwork Coordinator</i>) (pg. 11)</li><li>6. Tetiana Kovalenko (<i>Computer Information Systems</i>) (pg. 12)</li></ol> <p><b><u>Request for Additional Discipline Assignment:</u></b></p> <ol style="list-style-type: none"><li>1. Erica Seubert, (<i>Earth Sciences, Oceanography</i>) (pg. 13)</li></ol>
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## B. Reports

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

1. Program Review Committee Annual Chair Report, Erika Torgeson (pg. 14-15)
2. Academic Senate Presidents Report, Lisa Hooper

## C. Action Items

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

*None*

## D. Discussion

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

- I. Program Viability Committee Program Proposals: EMT & Health Science Department Split, SB Tucker & Kelly Bronco
  - I. [EMT & Health Science, Department Split Proposal Form](#)
  - II. [MOU Between Santa Clarita Community College District & COCFA -Health Sciences](#)
2. Program Viability Committee Program Proposals: Recreation Management, moving from program to department, Brittany Applen & Garrett Hooper
  - I. [Recreation Management, Moving from Program to Department](#)
  - II. [Recreation Management Department Split from Kinesiology Proposal approved 4/18/24](#)
3. DEIA Proposed Faculty Evaluation Competencies & Criteria Discussion, Julie Johnson & Robert Wonser
  - I. DEIA Proposed Faculty Evaluation Competencies & Criteria (Report Format) (pg. 16-20)
  - II. DEIA Proposed Faculty Evaluation Competencies & Criteria (Table Format) (pg. 21-23)
  - III. DEIA Institutional Competencies (pg. 24)
  - IV. CCCCCO Information/Reference Documents
    - a. [CCCCCO Recommended DEIA Competencies and Criteria](#)
    - b. [CCCCCO Guidance on Implementation of DEIA Evaluation and Tenure Review Regulations](#)
    - c. [CCCCCO DEIA Title 5 Regulation Changes](#)

## E. Unfinished Business

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

1. IRC Discussion - Automated Book Adoptions
2. Web Design/Server Update
3. Artificial Intelligence Resolution

## 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. Tenure Committee Training Workshops
2. Staff Training for Classified Absences
3. Election Committee Processes Update

## G. Announcements

1. [Next Academic Senate Meeting Dates Fall 2024](#): Sept. 19<sup>th</sup>, Oct. 3<sup>rd</sup>, Oct. 17<sup>th</sup>, Oct. 31<sup>st</sup>, Nov. 14<sup>th</sup> & Dec. 5<sup>th</sup>.
2. [2024 ASCCC Fall Plenary Session](#): Nov. 7<sup>th</sup> – 9<sup>th</sup>, Visalia Convention Center, Visalia, CA.
3. [2025 Academic Academy](#): Feb. 21<sup>st</sup> to Feb. 22<sup>nd</sup>, 2025, TBD
4. [2025 ASCCC Spring Plenary](#): April 24 – 26<sup>th</sup>, Hyatt Regency, Irvine, CA.
5. [2025 ASCCC Faculty Leadership Institute](#): June 12<sup>th</sup> – 14<sup>th</sup>, Hyatt Regency, San Francisco Airport, CA.
6. [2025 ASCCC Curriculum Institute](#): July 9<sup>th</sup>- 12<sup>th</sup>, Ontario Convention Center, Ontario, CA.
7. [2025 ASCCC Fall Plenary Session](#): Nov. 6<sup>th</sup> – 8<sup>th</sup>, Regency La Jolla, San Diego, CA.

## H. Adjournment

The teleconference is accessible though the following link:

<https://canyonsonline.zoom.us/j/83788078102?pwd=B3bKUsRrA4wOCQggKayblQ9r7Hqa63.1>

**Please note:**

**This meeting will be broadcasted at the following locations via zoom**

*none*

### **Selection Committee Appointments**

<b>First Name</b>	<b>Last Name</b>	<b>Full-Time or Part-Time</b>
Kristi	Miura	Full Time Faculty
Lak	Dhillon	Full Time Faculty

### **ASCCC Statewide discussion on “Common Course Numbering (CCN): Faculty Convening and Survey Opportunities.”**

#### **Appointments**

<b>First Name</b>	<b>Last Name</b>	<b>Full-Time or Part-Time</b>
Erin	Delaney	Full Time Faculty
Alexa	Dimakos	Full Time Faculty

## Academic Senate Meeting Summary for May 23, 2024

Voting Members					
Senate President	David Andrus	X	Business Senator	Gary Quire	X
Vice President	Lisa Hooper	X	Learning Resources Senator	Jennifer Thompson	X
Curriculum Chair	Tricia George	X	Personal & Professional Learning Senator	Lisa Hooper proxy for Garrett Rieck via Zoom	X
Policy Review Chair	Gary Collis	X	At Large Senator	Sab Matsumoto	X
AT Senator	Regina Blasberg	X	At Large Senator	Shane Ramey	X
MSHP-MSE Senator	Shane Ramey proxy for Erica Seubert	X	At Large Senator	Jennifer Paris	X
MSHP-HPPS Senator	David Pevsner	X	At Large Senator	Rebecca Shepherd	X
VAPA Senator	David Brill	X	At Large Senator	Nadia Monosov	X
Student Services Senator	Garrett Hooper	X	Adjunct Senator	Arshia Malekzadeh via Zoom	X
Humanities Senator	Mike Harutunian	X	Adjunct Senator	Lauren Rome	A
Kinesiology/Athletics Senator	VACANT	A	Adjunct Senator	Linda Beauregard-Vasquez	X
SBS Senator	Jennifer Paris	X	X= Present	A= Absent	

Non-voting Members			
Dr. Omar Torres	A	Paul Wickline	A
Marilyn Jimenez	X	Jason Burgdorfer (COCFA President)	X
Dan Portillo (Warren Heaton AFT Rep)	A	ASG Student Representative- Hestia Sartika via zoom	X

Guest							
Andrea Varney	X	Gayle Freund	X	Kelly Bronco	X	Pamela William-Paez	X
Angelica Franco	X	James McLaughlin	X	Kristina Hancock	X	Patty Robinson	X
Chad Peters	X	Dr. Jasmine Ruys	X	Lori Young	X	Preeti Saxena	X
Claudence Braga-McCalister	X	Jason Munoz	X	Lynn Suh	X	Robert Wonser	X
Daylene Meuschke	X	Jennifer Brezina	X	Marilu Ramirez	X	Ruth Rassool	X
Deanna Riviere	X	Jennifer Smolos-Steele	X	Michael Felix	X	Samantha Weber	X
Dianne Avery	X	Jeremy Patrich	X	Michael Monsour	X	Sara Breshears	X
Dr. Edel Alonso	X	Jessica Schulman	X	Michelle LaBrie	X	SB Tucker	X
Erin Barnthouse	X	Joanna Kelly	X	Miriam Golbert	X	Siane Holland	X
Erin Delaney	X	Kathrina Almero-Fabros	X	Nadia Cotti	X	Susan Tuminaro	X
Erin Tague	X	Katie Coleman	X	Nicole Faudree	X	Velia Jimenez	X

### A. Routine Matters

1. Call to order: 3:04pm
2. Public Comment
  - i. It was clarified that the term “pedagogy” refers to the practice of teaching children and

- “andragogy” is the practice of teaching adults.
- ii. The commencement ceremony is scheduled for next week and name readers are needed.
3. Approval of the Agenda:
- i. There is an error on the agenda under section, “Special Recognition.” Shane Ramey will continue to serve on the Senate and Victoria Leonard and Garrett Hooper terms are ending. Jennifer Paris will represent SBS, Erica Seubert will serve as the new Communications officer. On the consent calendar, items #1,2 3 and will be pulled and discussed and not voted on.
  - ii. **Motion** to amend the agenda with the above stated modifications by David Brill seconded by Mike Harutunian. Shane Ramey proxy for Erica Seubert (yes, vote). Lisa Hooper proxy for Garrett Rieck (yes, vote). Unanimous. Approved.
4. Committee Appointments:
- iii. Selection Committee list (pg. 4)
  - iv. Faculty Appointments to Committees list (pg. 4)
5. Sub-Committee Summaries/Information:
- v. March 11, 2024, Senate Executive Committee Summary (pg. 9-10)
6. Approval of the Consent Calendar
- vi. There are two Curriculum Committee summaries as a special meeting was called to approve the name change and special courses for the Building Performance Baccalaureate degree.
  - vii. **Motion** to approve the consent calendar and pull Ethnic Studies, Recreation Management and EMT for discussion by Lisa Hooper, seconded by Gary Quire. Shane Ramey proxy for Erica Seubert (yes, vote). Lisa Hooper proxy for Garrett Rieck (yes, vote). Unanimous. Approved.

Program Viability Departments proposals pulled from consent to discuss and not vote on:

1. **Recreation Management:** This is already a program.
2. **Ethnics Studies:** This program is listed twice per [AP 4021](#) and [AP 4023](#).
3. **EMT & Health Science:** are requesting to split into two departments.
  - i. This program has grown and outgrown the ability for one person to manage it. The split allows for a Health Science, EMT department chair and an EMT program director, with their own unique roles and responsibilities
4. All programs have been approved by Program Viability per [AP 4023](#) and there has been no opposition from the campus. However, the proposals to split a department must go through two reads. COCFA has release time issues that need to be addressed. If the CIO and the Senate do not reach mutual consent the programs will not advance. These programs will return on the first meeting agenda of the fall 2024 semester.

Academic Senate Summary, May 9, 2024 (pg. 5-8)	Program Viability Committee Program Revitalization, Modification, and Initiation Proposals: (need links)
<a href="#">Curriculum Committee Summary</a> , May 16, 2024	1. <a href="#">Center for Excellence in Teaching and Learning (CETL) Noncredit Certificates (Final Report): Approved as a permanent program on 2/6/24</a>
<a href="#">Curriculum Committee Summary</a> , May 17, 2024	2. <a href="#">Ethnic Studies Department Creation Proposal approved 2/15/24</a>
<u>Program Viability Committee/ Proposed New Departments:</u>	3. <a href="#">Construction Management and Building Inspection Substantial Modification 5/16/24</a>
1. <a href="#">Ethnic Studies, New Department</a>	4. <a href="#">Recreation Management Department Split from Kinesiology Proposal approved 4/18/24</a>
2. <a href="#">Recreation Management, Moving from Program to Department</a>	
3. <a href="#">EMT &amp; Health Science, Department Split</a>	

**B. Reports**

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

1. Program Viability Committee Annual Chair Report, Garrett Rieck
  - I. The committee revised AP 4021 to expand its membership. Program reports were changed from years to milestones. Clarifying language will be added to state that the Academic Senate President no longer chairs the committee and that there is a need for At-Large and Adjunct members. There needs to be more collaboration with PV and ASC as there are many human resources needed. If anyone is interested in joining the committee, please reach out go Garrett.
2. Academic Senate Presidents Report, David Andrus
  - I. **Collegial Celebration Update:** There are 55 people RSVP'd for the event. The event will be scheduled in the Hasley Hall patio area.
3. Vice Presidents Report, Lisa Hooper
  - I. **Office Lottery Update:** The first-round office lottery was launched. An email was sent to faculty to confirm their new office. Round #2 is scheduled for next week.
  - II. **Self Service Update:** Lisa Sawyer has removed the field "authorization required" that looked like a fillable field and submit button. This will make the process easier for students.
  - III. **BONH 330 Faculty Center:** Many work orders are in progress for the TV screens and legacy plaques. The outside hallway will be decorated by COCFA. A Grand Opening event will be scheduled in the fall. A new 2 ft clock will be ordered for the wall.

### C. Discussion

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

1. Human Resources Procedures and Updates, Dr. Rian Medlin
  - I. The new HR software system and procedures do not provide the ability to see transcripts and documents are being attached to the wrong candidate. Some faculty may meet the MQ's, but they may not be the best suited to teach courses. There are concerns with hiring someone who is not qualified, the hiring questions being too rigid and inconsistent. There are equity concerns. This item will return in the fall.
2. DEIA Proposed Faculty Evaluation Competencies & Criteria Discussion, David Andrus
  - a. DEIA Discussion Item Overview (pg. 11-12)
  - b. DEIA Proposed Faculty Evaluation Competencies & Criteria (Report Format) (pg. 13-17)
  - c. DEIA Proposed Faculty Evaluation Competencies & Criteria (Table Format) (pg. 18-20)
  - a. DEIA Institutional Competencies (pg. 21)
    - i. Per Title 5 requirements the DEIA needs to be in all faculty & staff evaluations. There are 4 proposed competencies. This evaluation forms are now going to be sent back to the COCFA & Academic Senate Joint Evaluations Taskforce in the fall semester. No voting took place as documents can change at the bargaining table. There was a suggestion to also include DEIA in syllabi. If the senate reaches a point of adoption, it is recommended to allow for a grace period and people need to be trained. The documents will return to the senate for discussion.
  - b. CCCCCO Information/Reference Documents
    - i. [CCCCCO Recommended DEIA Competencies and Criteria](#)
    - ii. [CCCCCO Guidance on Implementation of DEIA Evaluation and Tenure Review Regulations](#)
    - iii. [CCCCCO DEIA Title 5 Regulation Changes](#)
3. Climate Survey Results Discussion, David Andrus
  - a. The summary results indicated many areas of concern and allowed for people to voice their feelings. It is important to also ensure students feel psychology safe. The final results will be released on May 31<sup>st</sup>. How can it be determined that actional items are making progress? The suggestion is to not do the survey every 8 years. Discussions will continue next week in townhalls and collaboration with the Senate.

### D. Action Items

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

a. Faculty Receiving Emeriti Status June 2024

- i. It was clarified that faculty disciplines will include those that faculty taught in and not those approved by Human Resources.

1. Mary Bates, <i>Geography/Geology</i>	6. Gregory Mucha, <i>Mathematics</i>
2. Leslie Burnett, <i>English</i>	7. Phylise Smith, <i>Dance/Political Science</i>
3. Kerry Brown, <i>Counseling/Sign Language</i>	8. Cindy Stephens, <i>Child Dev./Early Childhood Education (ECE) &amp; Counseling</i>
4. Miriam Golbert, <i>Biology/Health</i>	9. Bernardo Feldman, <i>Music</i>
5. Victoria Leonard, <i>Communication Studies/English/Journalism</i>	10. Alan Strozer, <i>Computer Application &amp; Web Tech. (CWAT) &amp; Psychology</i>

- ii. **Motion to bestow emeriti status by Mary Bates** by Jason Burgdorfer, seconded by Mike Harutunian. Shane Ramey proxy for Erica Seubert (yes, vote). Lisa Hooper proxy for Garrett Rieck (yes, vote). Unanimous. Approved.
- iii. **Motion to bestow emeriti status to Leslie Burnett** by Mike Harutunian, seconded by Tricia George. Shane Ramey proxy for Erica Seubert (yes, vote). Lisa Hooper proxy for Garrett Rieck (yes, vote). Unanimous. Approved.
- iv. **Motion to bestow emeriti status to Kerry Brown** by Garrett Hooper, seconded by Regina Blasberg. Shane Ramey proxy for Erica Seubert (yes, vote). Lisa Hooper proxy for Garrett Rieck (yes, vote). Unanimous. Approved.
- v. **Motion to bestow emeriti status to Miriam Golbert** by Shane Ramey, seconded by Victoria Leonard. Shane Ramey proxy for Erica Seubert (yes, vote). Lisa Hooper proxy for Garrett Rieck (yes, vote). Unanimous. Approved.
- vi. **Motion to bestow emeriti status to Victoria Leonard** by Rebecca Shepherd, seconded by Linda Vasquez-Beauregard. Shane Ramey proxy for Erica Seubert (yes, vote). Lisa Hooper proxy for Garrett Rieck (yes, vote). Unanimous. Approved.
- vii. **Motion to bestow emeriti status to Greg Mucha** by Sab Matsumoto, seconded by Rebecca Shepherd. Shane Ramey proxy for Erica Seubert (yes, vote). Lisa Hooper proxy for Garrett Rieck (yes, vote). Unanimous. Approved.
- viii. **Motion to bestow emeriti status to Phylise Smith** by Jennifer Paris, seconded by Lisa Hooper. Shane Ramey proxy for Erica Seubert (yes, vote). Lisa Hooper proxy for Garrett Rieck (yes, vote). Unanimous. Approved.
- ix. **Motion to best emeriti status to Cyndi Stephens** by Jennifer Paris, seconded by Regina Blasberg. Shane Ramey proxy for Erica Seubert (yes, vote). Lisa Hooper proxy for Garrett Rieck (yes, vote). Unanimous. Approved.
- x. **Motion to bestow emeriti Status to Bernardo Feldman** by Dave Brill, seconded by Mike Harutunian. Shane Ramey proxy for Erica Seubert (yes, vote). Lisa Hooper proxy for Garrett Rieck (yes, vote). Unanimous. Approved.
- xi. **Motion to bestow emeriti status to Alan Strozer** by Linda Vasquez-Beauregard, seconded by Lisa Hooper. Shane Ramey proxy for Erica Seubert (yes, vote). Lisa Hooper proxy for Garrett Rieck (yes, vote). Unanimous. Approved.

E. Special Recognition

1. [New Tenured Faculty](#)

Gretchen Stanton, Chemistry

Max Keller, Cinema

2. Senate Service Recognition for 2022-2024

<b>School Senators:</b>	<b>At-Large Senator:</b>
Arshia Malekzadeh, Adjunct (7/1/22 – 6/30/2024)	Jennifer Paris, At-Large Senator (7/1/23 – 6/30/24)
Erica Seubert, MSE Senator (7/1/24-6/30/24)	<b>Adjunct Senator:</b>
David Pevsner, Health Professions Senator	Arshia Malekzadeh, Adjunct (7/1/22 – 6/30/2024)

(11/16/23 – 6/30/24)	
Shane Ramey, MSE Senator (7/1/23 – 6/30/24)	

3. Faculty Award Recipients
  - a. **Miriam Golbert**, *International Education Award*
  - b. **Gary Collis**, *Collegiality & Citizenship Award*
  - c. **Dustin Silva**, *Governance Award*
4. Department Chair Workshop Training Series - Faculty who completed the training series
  - a. 9 people complete Dept Chair

a. Benjamin Riveira	4. Kelly Cude	7. Gretchen Stanton
b. Deanna Riveira	5. Kristin Miura	8. Michelle Razzano
c. Dilek Sanver-Wang	6. Michelle LaBrie	9. Thomas Gisell

#### F. Unfinished Business

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

1. CTE Toolkit
2. Senate Policy on Web Enhancement
3. Academic Senate/COCFA Joint Task Force on Full-Time Evaluations
4. IRC Discussion - Automated Book Adoptions
5. Web Design/Server Update
6. Artificial Intelligence Resolution

#### G. 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. Tenure Committee Training Workshops
2. Staff Training for Classified Absences
3. Election Committee Processes Update

#### H. Announcements

- Next Academic Senate Meeting Dates Fall 2024: Aug. 22<sup>nd</sup>, Sept. 5<sup>th</sup>, Sept. 19<sup>th</sup>, Oct. 3<sup>rd</sup>, Oct. 17<sup>th</sup>, Oct. 31<sup>st</sup>, Nov. 14<sup>th</sup> & Dec. 5<sup>th</sup>.
- 2024 ASCCC Faculty Leadership Institute: June 20<sup>th</sup> – 22<sup>nd</sup>, Location TBD
- 2024 ASCCC Curriculum Institute (Theme: Curriculum Unmasked: Revitalize, Revamp and Reignite!): July 10<sup>th</sup> – July 13<sup>th</sup>, Pasadena Convention Center, Pasadena CA.

#### I. Adjournment: 5:15 pm

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The teleconference is accessible through the following link:

<https://canyonsonline.zoom.us/j/89672861130?pwd=rM5ST4atUVbKaEEYrnUYCAAYRVLBB.1>

**Please note:**

**This meeting will be broadcasted at the following locations via zoom**

9301 Shirley Ave. Northridge, CA 91324



## Academic Senate **Retreat** Meeting Summary for August 22, 2024

Voting Members					
Senate President	Lisa Hooper	X	Business Senator	Gary Quire	X
Vice President	Garrett Rieck	X	Learning Resources Senator	Jennifer Thompson	A
Curriculum Chair	Tricia George	X	Personal & Professional Learning Senator	Garrett Rieck	X
Policy Review Chair	Nicole Faudree	X	Public Safety	VACANT	
Communications Officer	Erica Seubert	X	At Large Senator	Sab Matsumoto	X
AT Senator	Regina Blasberg	X	At Large Senator	Michelle LaBrie	X
MSHP-MSE Senator	Thomas Gisel	A	At Large Senator	Rebecca Shepherd	X
MSHP-HPPS Senator	Lak Dhillon	X	At Large Senator	Shane Ramey	X
VAPA Senator	David Brill	X	At Large Senator	Nadia Monosov	X
Student Services Senator	Jesse Vera	X	Adjunct Senator	Todd Fatta	X
Humanities Senator	Mike Harutunian	X	Adjunct Senator	Lauren Rome	A
Kinesiology/Athletics Senator	Leora Gabay	X	Adjunct Senator	Linda Beauregard-Vasquez	X
SBS Senator	Jennifer Paris	X	X= Present	A= Absent	

Non-voting Members			
Dr. Omar Torres	A	Paul Wickline	A
Marilyn Jimenez	X	Jason Burgdorfer (COCFA President)	X
Dan Portillo (Warren Heaton AFT Rep)	A	ASG Student Representative- Hestia Sartika via zoom	A

Guest							
Erika Torgeson	X	Erin Delaney	X	Graciela Martinez	X	Michael Felix	X

### A. Routine Matters

1. Call to order: 3: 05pm
2. Public Comment: none
3. Approval of the Agenda
  - Motion to approve the agenda by Linda Beauregard-Vasquez seconded by Rebecca Shepherd. Unanimous. Approved

### B. Reports

1. [Presidents Report](#), Lisa Hooper
  - Dr. Van Hook, Sharlene Coleal & Dr. Diane Fiero have retired.
  - Information and updated on AB 928 is now being communicated to the Senate and faculty from the President's Office.

### C. Action Items

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

*None*

## D. Discussion

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

1. Who are we?
  - A team building exercise was conducted. Lisa shared her own personal career and educational background.
2. Responsibilities of the Academic Senate (10+1)
  - Agenda items may be tabled if the Senate cannot get to them. Senate meetings will not go past 5pm. The Senate is working on updating Senate sub-committee, collegial and operational committee list. MQE committee will be restructured in its shared governance model.
3. Climate Survey
  - Psychological harm was noted in the survey results. It is recommended to create spaces for people to unwind that are not scripted. This will allow faculty to come together in a safe place where faculty can feel supported. The area of psychological harm was not emphasized by the district as much as it should have.
4. Senate Goals for 2024-2025
  - **Body, Mind & Wellness Program:** This is being resurrected.
  - The Senate will work on determining if faculty are serving in the right committees.
  - **Full-time Faculty Evaluation Instrument:** This needs to come through the Senate for approval. Then this will go to COCFA to add to the contract. This group added area F for GALGETC and will assess the cultural competency.
  - **Curriculum Committee:** Will be adding the "Cultural Review" to the audit trail. This is to consider DEIA or IDEAA in all courses and disciplines. There is now a sub-committee, and the committee will be meeting soon. Special thanks to Tricia for all her work and the committee.
  - **6 Courses to be renamed:** 6 courses need to be renamed these include, ENG 101 & 103), Math Statistics, 3 Psych, Intro to Political Science and Intro to Communications. This will be a 4-digit prefix with 4 letters for discipline and 4 digits. Honors courses will be treated differently. There is concern with there not being enough people on campus to make all the changes in all areas of the system at the college. This item will be agendaized soon.
  - **How can the waitlist be extended?** Lisa will bring this up at IAC meeting.
5. Brainstorming Session
  - Need to revisit areas that will make a significant change for students. Areas that impact students need to take precedent.

## E. Unfinished Business

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

7. Academic Senate/COCFA Joint Task Force on Full-Time Evaluations
8. IRC Discussion - Automated Book Adoptions
9. Web Design/Server Update
10. Artificial Intelligence Resolution

## 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.*

4. Tenure Committee Training Workshops
5. Staff Training for Classified Absences
6. Election Committee Processes Update

## G. Announcements

1. Next Academic Senate Meeting Dates Fall 2024: Sept. 5<sup>th</sup>, Sept. 19<sup>th</sup>, Oct. 3<sup>rd</sup>, Oct. 17<sup>th</sup>, Oct. 31<sup>st</sup>, Nov. 14<sup>th</sup> & Dec. 5<sup>th</sup>.
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4. 2025 ASCCC Faculty Leadership Institute: June 12<sup>th</sup> – 14<sup>th</sup>, Location TBD
5. 2025 ASCCC Spring Plenary: April 24 – 26<sup>th</sup>, Hyatt Regency, Irvine, CA.

**H. Adjournment:** 4:58 pm.

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Note: The below Tenure committee list includes committee composition for newly hired full-time faculty

Tenure Committees 2024-2025 (as of 08.22.24)							
Last Name	First Name	School/Department	Committee Chair	Peer Evaluator	Administrator	FT Faculty Hire Date	Status
Milian	Mireya	Conseling (STEM/Latin X)	Erika Torgeson	Gretchen Staton	Clinton Slaughter	7/1/2024	1 <sup>st</sup> year
Morris	Anthony	Counseling (Ujima)	Aivee Ortega	Pamela Williams-Paez	Clinton Slaughter	7/1/2024	1 <sup>st</sup> year
Partida	Bryant	Ethnic Studies Instructor (Chicano/o Studies)	Pamela Williams-Paez	Juan Buriel	Andy McCutcheon	8/9/2024	1 <sup>st</sup> year
Becton	Eddie	Ethnic Studies Instructor (African American Studies)	Graciela Martinez	Brent Riffel	Andy McCutcheon	8/9/2024	1 <sup>st</sup> year
Kovalenko	Tetiana	Network Technology/Cybersecurity	Justin Hunt	Adina Carillo	Nadia Cotti	8/9/2024	1 <sup>st</sup> year
Macias	Romina	Occupational Therapy Assistant Fieldwork Coordinator	Kristi Miura	Ambika Silva	Chad Peters	8/9/2024	1 <sup>st</sup> year

Note: The below Tenure committee list includes changes to existing Tenure Committees. Please see changes in **bold font**.

Last Name	First Name	School/Department	Committee Chair	Peer Evaluator	Administrator	FT Faculty Hire Date	Status
Overdevest	Jennifer	Filmmaking	<b>Jeffrey Baker</b>	Marco Llaguno	Jennifer Steele	8/11/2023	2 <sup>nd</sup> year
Kochanowsky	Rebecca	Biology (Microbiology)	<b>Kelly Cude</b>	Erik Altenberg	David Vakil	8/22/2022	3 <sup>rd</sup> year
Skoch	Hilary	Nursing	<b>Tina Waller</b>	Patricia Foley	Jennifer Smolos	8/13/2021	3 <sup>rd</sup> year
Gisel	Thomas	Chemistry	<b>Tara Williams</b>	Patricia Garcia	David Vakil	8/13/2021	4 <sup>th</sup> year
Mokhnatkina	Alexandra	Biology	<b>Kelly Cude</b>	Chase Dimock	David Vakil	8/13/2021	4 <sup>th</sup> year

# ***HUMAN RESOURCES OFFICE***

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Date: June 18, 2024

To: David Andrus  
President, Academic Senate

From: Gail Ishimoto  
Senior Human Resources Generalist

Subject: Discipline Assignment for Anthony Morris

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Name: Anthony Morris

Position: Counselor (Ujima)

Discipline Assignment: Counseling

The minimum qualifications for the discipline of Counseling

- ✓ Master's in counseling, rehabilitation counseling, clinical psychology, counseling psychology, guidance counseling, educational counseling, social work, career development, marriage and family therapy or marriage, family and child counseling
- OR the equivalent

Anthony meets the minimum qualifications with:

- Master's in Educational Counseling from University of La Verne
- 

Santa Clarita Community College District  
COLLEGE OF THE CANYONS

# ***HUMAN RESOURCES OFFICE***

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Date: July 29, 2024

To: Lisa Hooper  
President, Academic Senate

From: Gail Ishimoto  
Senior Human Resources Generalist

Subject: Discipline Assignment for Bryant Partida

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Name: Bryant Partida

Position: Ethnic Studies (Chicana/o Studies) Instructor

Discipline Assignment: Ethnic Studies

The minimum qualifications for the discipline of Ethnic Studies:

- ✓ Any Master's degree Master's in Chicana/o Studies OR
- Master's in Latino Studies, La Raza Studies, African American Studies, Black Studies, Africana Studies, Asian American Studies, Native American Studies, or American Indian Studies. OR
- Master's in Ethnic Studies OR
- 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.

Bryant meets the minimum qualifications with:

- Master's in Chicano and Chicana Studies from California State University, Northridge
-

# ***HUMAN RESOURCES OFFICE***

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Date: July 29, 2024

To: Lisa Hooper  
President, Academic Senate

From: Gail Ishimoto  
Senior Human Resources Generalist

Subject: Discipline Assignment for Bryant Partida

---

Name: Bryant Partida

Position: Ethnic Studies (Chicana/o Studies) Instructor

Discipline Assignment: Ethnic Studies

The minimum qualifications for the discipline of Ethnic Studies:

- ✓ Any Master's degree Master's in Chicana/o Studies OR
- Master's in Latino Studies, La Raza Studies, African American Studies, Black Studies, Africana Studies, Asian American Studies, Native American Studies, or American Indian Studies. OR
- Master's in Ethnic Studies OR
- 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.

Bryant meets the minimum qualifications with:

- Master's in Chicano and Chicana Studies from California State University, Northridge
- 

Santa Clarita Community College District  
COLLEGE OF THE CANYONS

# ***HUMAN RESOURCES OFFICE***

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Date: June 18, 2024

To: David Andrus  
President, Academic Senate

From: Gail Ishimoto  
Senior Human Resources Generalist

Subject: Discipline Assignment for Mireya Milian

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Name: Mireya Milian

Position: Counselor (STEM/LatinX)

Discipline Assignment: Counseling

The minimum qualifications for the discipline of Counseling

- ✓ Master's in counseling, rehabilitation counseling, clinical psychology, counseling psychology, guidance counseling, educational counseling, social work, career development, marriage and family therapy or marriage, family and child counseling
- OR the equivalent

Mireya meets the minimum qualifications with:

- Master's in Counseling and College Student Personnel, California Lutheran University
- 

Santa Clarita Community College District  
COLLEGE OF THE CANYONS



# ***HUMAN RESOURCES OFFICE***

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Date: July 29, 2024

To: Lisa Hooper  
President, Academic Senate

From: Gail Ishimoto  
Senior Human Resources Generalist

Subject: Discipline Assignment for Romina Macias

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Name: Romina Macias

Position: Occupational Therapy Assistant – Academic Fieldwork Coordinator

Discipline Assignment: Occupational Therapy Assisting

The minimum qualifications for the discipline of Occupational Therapy Assisting:

- ✓ A Bachelor's degree, or equivalent foreign degree, plus a professional license or certification in the assignment AND two years of professional experience directly related to Occupational Therapy;
- OR - Any Associate degree or equivalent foreign degree plus a professional license or certification in the assignment AND six years of professional experience directly related to the assignment.

In Addition to the Minimum Qualifications Applicants Must Meet the Following Accreditation Standards:

- ✓ Be an occupational therapist or occupational therapy assistant who is licensed or otherwise regulated according to regulations in the state(s) or jurisdiction(s) in which the program is located.
- ✓ Must have two years of documented experience in the field of occupational therapy, which must include:
- ✓ Clinical practice experience as an occupational therapist or as an occupational therapy assistant.
- ✓ Professional experience as a fieldwork educator or documentation of training in the roles and responsibilities of a fieldwork educator.
- ✓ Have completed or be currently enrolled in the American Occupational Therapy Association (AOTA) Fieldwork Educators Certificate Workshop.

Romina meets the minimum qualifications with:

- Bachelor's degree Liberal Arts and Associate's degree in Occupational Therapy Assistant from St. Catherine University.
  - NBCOT, Certified OTA, Nevada OTA License, exp. 06/14/2025, California COTA License (in Process) AOTA Fieldwork Educator Certificate Workshop. BLS CPR Provider.
  - COTA, FUNctional Play Therapy, Home Health Pediatrics, OTA, 2.75 years, COTA, Grow Therapy 0.67 years, Total 3.42 FTE years' experience.
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Santa Clarita Community College District  
COLLEGE OF THE CANYONS

# ***HUMAN RESOURCES OFFICE***

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Date: June 18, 2024

To: David Andrus  
President, Academic Senate

From: Gail Ishimoto  
Senior Human Resources Generalist

Subject: Discipline Assignment for Tetiana Kovalenko

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Name: Tetiana Kovalenko

Position: Network Technology / Cybersecurity Instructor

Discipline Assignment: Computer Information Systems

The minimum qualifications for the discipline of Computer Information Systems

- ✓ Any Bachelor's degree plus two years of professional experience directly related to the assignment OR
- ✓ Any Associate degree plus six years of professional experience directly related to the assignment.

Tetiana meets the minimum qualifications with:

- PhD in Telecommunication Systems and Networks, Highest Attestation Commission, Ukraine, per NACES member foreign evaluation.
  - 11.29 years as a professional experience directly related to the assignment.
- 

Santa Clarita Community College District  
COLLEGE OF THE CANYONS

# ***HUMAN RESOURCES OFFICE***

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Date: May 28, 2024  
To: David Andrus  
President, Academic Senate  
From: Gail Ishimoto  
Senior Human Resources Generalist  
Subject: Additional Discipline Assignment – Erica Seubert

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Name: Erica Seubert

Current Position on File: Biology

Requested Discipline: Oceanography (Earth Sciences) Instructor

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The minimum qualifications for the discipline of Geology (Earth Science):

- Possession of an unexpired California Community College Instructor Credential in Earth Sciences **OR**
  - Master's in geology, geophysics, earth sciences, meteorology, oceanography or paleontology **OR**
  - Bachelor's in geology **AND** Master's in geography, physics, or geochemistry **OR**
  - ✓ **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.
- 

The following information is provided by Dr. Seubert to qualify for an additional discipline assignment in Earth Sciences:

- PhD in Biology from USC
  - MS in Marine Biology from Nova Southwestern University, Florida
  - BS in Marine Science from Long Island University
  - Equivalency Worksheet documenting completion of **37** semester units in the discipline at the upper division and graduate level, with **21** graduate level semester units.
- 

Erica Seubert meets the minimum qualifications with:

- Masters degree in Marine Biology from Nova Southwestern University
- Successful completion of 24 semester units in the discipline at the upper division and graduate level, with 12 graduate level semester units.

It would appear that Dr. Seubert meets the minimum qualifications for the disciplines of:

- Earth Science

cc: Marilyn Jimenez

Santa Clarita Community College District  
COLLEGE OF THE CANYONS



## Program Review Committee Report to the Academic Senate

A. The Program Review Committee meets as needed throughout the year

**B. Committee and Support Team:**

1. Dr. Daylene Meusckhe, VP of Institutional Research
2. Erika Torgeson – Faculty Chair
  - a. *Support Team*
    - i. Jason Hinkle – VP of Business Services
    - ii. Harriett Happel – Dean, Career Education
    - iii. Dr. Tricia George – Curriculum Committee Chair
    - iv. Dr. Mary Powell – CASL Committee Chair
    - v. Executive Cabinet

C. Report prepared by Erika Torgeson on September 5, 2024

D. **Background and Purpose of Program Review:** The District has a long tradition of strategic vision and planning, beginning with the formation in 1989 of its Comprehensive Planning Task Force, later renamed the College Planning Team. Planning is driven by the College's statements of mission, values, and philosophy.

Administrators, faculty and staff engage in a systematic process that contains annual and three-year cycles. During the program planning and review process, we reflect on research and external information, such as outcomes information, self-studies, research reports, program review data, enrollment patterns, and workforce trends. We also take into consideration the implications of state policies and funding opportunities.

Through this process we assess changes in the community that impact the College's programs and services. This process also helps us identify opportunities for partnerships and for potential resource development. Departments play a central role and drive college wide-planning, budget development, program development, and other services. At the same time, departmental plans are influenced by College-wide plans, reflecting institutional priorities. Every academic department and administrative program complete a full program review every three years with annual updates. Year 1 of the cycle is a full update for all sections and Years 2 and 3 are update years with updates only in the objectives, student learning outcomes (academic program review), administrative unit outcomes (administrative program reviews and budget.

Program Review is in accordance with ACCJC Standard 1.4: *The institution's mission directs resource allocation, innovation, and continuous quality improvement through ongoing systematic planning and evaluation of programs and services.*

E. **Summary:** College of the Canyons uses a comprehensive integrated planning model as part of the program review process:

- a. College's Mission - drives planning and paves the way for Strategic Planning.
- b. Strategic Plan - identifies primary institutional focus goals and is primary planning document for the institution.
- c. College committees, divisions, and key planning groups are responsible for incorporating goals/objectives into their planning efforts in order to help the institution achieve the strategic plan goals.

- d. Educational & Facilities Master Plans - both inform and are informed by the Strategic Plan, containing detailed needs and projections from the annual Program Planning, Design, and Review process.
- e. Ongoing analysis, assessment, and improvement - is facilitated by dialogue, use of data, and thoughtful connections between plans.

Program Review is on a 3-year cycle: Full review in YEAR 1 with annual updates in YEARS 2 and 3.

- a. 2024-2025 is the 1st year of the new 3-year cycle.
- b. Collaborative process within and across departments.
- c. Objectives align with Strategic Plan Goals and should inform budgetary needs.

F. **Goals:** Our committee's priority will continue to provide comprehensive support and assistance in the program review process. This includes fall semester trainings on updates for an upcoming review cycle as well as providing a dedicated planning page with resources, guides, and training material.

G. **Challenges:** Keeping up with relevant changes in legislation, enrollment trends, budget changes, etc., that could impact various aspects of the program review process. The program review process can seem overwhelming to the new/newer user with how comprehensive the process is. The committee will continue to provide trainings the campus and help answer any inquires or questions leading up to submitting program review and afterward.

H. **Needs from Senate:** We ask the Senators to share widely the support and resources available for program review.

I. **Upcoming Senate Agenda Items:** N/A

Updated 10.29.20  
10.29.20

Approved by the Senate Executive Committee

Approved by Academic Senate 11.12.20

**COLLEGE OF THE CANYONS  
ACADEMIC SENATE  
FACULTY EVALUATIONS DEIA COMPETENCIES AND CRITERIA TASK FORCE**

**Report: Proposed DEIA Competencies and Criteria for Faculty**

**May 23, 2024**

**Task Force Members:**

Julianne Johnson  
Robert Wonser  
Jennifer Thompson  
Alene Terzian-Zeitounian  
Gary Quire  
Katie Coleman  
Garrett Hooper  
Anthony Clayton  
David Andrus

**I. Four Proposed Competencies**

- A. Cultural Competency
- B. Professional Self Reflection
- C. Professional Self Improvement and Collegiality
- D. DEIA Pedagogy and Curriculum

**II. Three Proposed Scoring Categories Within the Evaluation Instrument**

- A. Meets the standard
- B. Working toward the standard
- C. Standard met by nature of the self-reflection submitted by the evaluatee

***\*(These scoring categories are only to be used for the DEIA competencies within the evaluation instrument. The 2021 Senate/COCFA joint task force on evaluations has maintained and revised the Likert scale scoring system for all other non-DEIA evaluation categories.)***

### **III. Proposed Competencies and Criteria Defined Standards**

#### **A. Cultural Competency**

##### **1. Competency:**

- a. Demonstrates an ongoing social and self-awareness of one's own position in relation to how racial, social, and cultural identities interact with structures of oppression, marginalization, and privilege.
- b. Demonstrates an awareness of the lived experiences of culturally diverse students, employees, and communities, and uses that awareness to contribute to student success, equity, and inclusion.
- c. Seeks to understand and incorporate DEIA and antiracism perspectives in problem solving, policies, and processes to create inclusive campus and classroom environments.

##### **2. Criteria**

- a. Faculty integrates an understanding of the lived experiences of culturally diverse students and communities, and uses that understanding to contribute to student success, equity, and inclusion in their instructional materials.
- b. Faculty pursues DEIA and antiracism perspectives and applies knowledge to problem-solving, policies, and processes to create respectful, DEIA and antiracism-affirming environments (e.g., campus and classroom environments that are inclusive, promote equity, and affirm diversity).
- c. Faculty creates learning opportunities for the lived experiences of culturally and socially diverse backgrounds and narratives.

##### **3. Examples for Evaluators and Evaluatees**

- Participates in FLEX sessions, webinars, various professional development opportunities, continuing education, and/or exploration of relevant research
- Provides varied examples from everyday life to illustrate or explain concepts.

-Relates material to professional and/or personal experiences (of instructor and/or students).

-Includes resources that provide different perspectives.

4. Proposed Evaluation Scoring Categories

- a. Meets the standard
- b. Working toward the standard

**B. Professional Self-Reflection**

1. Competency

Participates in self-reflection on personal growth regarding DEIA and antiracism, actively seeking opportunities to address biases and behaviors that might affect student success.

2. Criteria

a. Participates in a continuous cycle of self-assessment of one's growth in DEI and antiracism and demonstrates awareness of any internalized personal and racialized biases.

b. Standard met by completing the required self-evaluation document.

3. Examples for Evaluators and Evaluatees

Participates in FLEX sessions, webinars, various professional development opportunities, continuing education, and/or exploration of relevant research.

4. Proposed Evaluation Scoring Categories

Standard met by nature of the self-reflection submitted by evaluatee

**C. Professional Self-Improvement and Collegiality**

1. Competency

a. Demonstrates a commitment to improving one's DEIA and antiracism knowledge, skills, and behaviors to mitigate any intentional or unintentional harm caused to marginalized communities.

b. Demonstrates the ability and willingness to collaborate effectively with people of diverse backgrounds, perspectives, and experiences.

2. Criteria

a. Participates in DEIA and antiracism professional learning opportunities.

b. Contributes to a diverse and equitable work environment by practicing supportive behaviors to foster inclusivity and/or belonging,



3. Examples for Evaluators and Evaluatees
  - Participates in FLEX sessions, webinars, various professional development opportunities, continuing education, and/or exploration of relevant research.
  - Serves on collegial consultation committees and the shared governance process.
  - Demonstrates sound conflict resolution skills and techniques.
  - Demonstrates inclusiveness to grow collegial involvement.
4. Proposed Evaluation Scoring Categories
  - a. Meets the standard
  - b. Working toward the standard

#### **D. DEIA Pedagogy and Curriculum**

1. Competency
  - a. Supports and incorporates DEIA and antiracist pedagogy and/or curriculum.
  - a. Accommodates for diverse learning styles and utilizes holistic assessment methods.
  - c. Participates in training to incorporate culturally affirming pedagogy.
2. Criteria
  - Develops and implements culturally relevant pedagogy and/or curriculum that supports equitable access and creates antiracist and inclusive environments. These pedagogies focus on student strengths, assets, and communities in teaching and learning.
3. Examples for Evaluators and Evaluatees
  - Redesigns lesson plans to include emphasis on IDEAA related content.
  - Reviews instructional resources and materials to ensure inclusion of IDEAA related content.
  - Uses equitable grading strategies.
  - Participates in IDEAA related training, conferences, workshops.
  - Demonstrates sensitivity to potential language barriers with students by using specific language, avoiding confusing metaphors, and checking for understanding.

#### 4. Proposed Evaluation Scoring Categories

- a. Meets the standard
- b. Working toward the standard

=====

#### **IV. Institutional Level Competencies and Criteria**

The two competencies listed below were included in the state Chancellor's recommended competencies and criteria distributed to all local districts. However, the Senate's task force did not believe they aligned properly with individual faculty evaluations and thus might be better utilized by the District at some point in the future for other constituents or offices. To that end, the task force provided some guidance and definitions.

##### **A. DATA**

- 1. Competency  
Uses data to identify inequitable outcomes among demographic groups and develop strategies to inform and improve student outcomes and success.
- 2. Criteria  
Uses data to improve equitable student outcomes and success.

##### **B. DEIA and MISSION**

- 1. Competency  
Demonstrates the importance and impact of DEIA and antiracism as part of the college's mission statement.
- 2. Criteria  
Models DEIA and antiracism efforts as described in the college's mission, vision, and philosophy statements.

## ACADEMIC SENATE DISCUSSION ITEM

COMPETENCIES	COMPETENCY DESCRIPTION	CRITERIA (Measure)	EXAMPLES FOR EVALUATEES AND EVALUATORS	PROPOSED SCORING/RATING*
Cultural Competency	<p>1. Demonstrates an ongoing social and self-awareness of one's own position in relation to how racial, social, and cultural identities interact with structures of oppression, marginalization, and privilege.</p> <p>2. Demonstrates an awareness of the lived experiences of culturally diverse students, employees, and communities, and uses that awareness to contribute to student success, equity, and inclusion.</p> <p>3. Seeks to understand and incorporate DEIA and antiracism perspectives into problem solving, policies, and processes to create inclusive campus and classroom environments.</p>	<p>1. Faculty integrates an understanding of the lived experiences of culturally diverse students and communities, and uses that understanding to contribute to student success, equity, and inclusion in their instructional materials.</p> <p>2. Faculty pursues DEIA and antiracism perspectives and applies knowledge to problem-solving, policies, and processes to create respectful DEIA and antiracism-affirming environments (e.g., campus and classroom environments that are inclusive, promote equity, and affirm diversity).</p> <p>3. Faculty creates learning opportunities for the lived experiences of culturally and socially diverse backgrounds and narratives.</p>	<p>Examples may include:</p> <p>Participates in FLEX sessions, webinars, various professional development opportunities, continuing education, and/or exploration of relevant research</p> <p>Provides varied examples from everyday life to illustrate or explain concepts.</p> <p>Relates material to professional and/or personal experiences (of instructor and/or students).</p> <p>Includes resources that provide different perspectives.</p>	<p>-Meets the Standards</p> <p>-Working toward the standard</p>
Professional Self-Reflection	Participates in self-reflection on personal growth regarding DEIA and antiracism, actively seeking opportunities to address biases and	1. Participates in a continuous cycle of self-assessment of one's growth in DEI and antiracism and demonstrates awareness of any	<p>Examples may include:</p> <p>Participates in FLEX sessions, webinars, various professional development</p>	Included in the self-evaluation of evaluatee

	behaviors that might affect student success.	internalized personal and racialized biases.  2. Standard met by completing the required self-evaluation document.	opportunities, continuing education, and/or exploration of relevant research.	
Professional Self-Improvement and Collegiality	1. Demonstrates a commitment to improving one's DEIA and antiracism knowledge, skills, and behaviors to mitigate any intentional or unintentional harm caused to marginalized communities.  2. Demonstrates the ability and willingness to collaborate effectively with people of diverse backgrounds, perspectives, and experiences.	1. Participates in DEIA and antiracism professional learning opportunities.  2. Contributes to a diverse and equitable work environment by practicing supportive behaviors to foster inclusivity and/or belonging,	Examples may include:  Participates in FLEX sessions, webinars, various professional development opportunities, continuing education, and/or exploration of relevant research.  Serves on collegial consultation committees and the shared governance process.  Demonstrates sound conflict resolution skills and techniques.  Demonstrates inclusiveness to grow collegial involvement.	-Meets the Standards  -Working Toward the Standards
DEIA Pedagogy and Curriculum	1. Supports and incorporates DEIA and antiracist pedagogy and/or curriculum.  2. Accommodates for diverse learning styles and utilizes holistic assessment methods.	Develops and implements culturally relevant pedagogy and/or curriculum that supports equitable access and creates antiracist and inclusive environments. These pedagogies focus on student strengths, assets,	Examples may include:  Redesigns lesson plans to include emphasis on IDEAA related content.  Reviews instructional resources and materials to	-Meets the Standard  -Working Toward the Standard

	3. Participates in training to incorporate culturally affirming pedagogy.	and communities in teaching and learning.	<p>ensure inclusion of IDEAA related content.</p> <p>Uses equitable grading strategies.</p> <p>Participates in IDEAA related training, conferences, workshops.</p> <p>Demonstrates sensitivity to potential language barriers with students by using specific language, avoiding confusing metaphors and checking for understanding.</p>	
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***\*(These scoring categories are only to be used for the DEIA competencies within the evaluation instrument. The 2021 Senate/COCFA joint task force on evaluations has maintained and revised the Likert scale scoring system for all other non-DEIA evaluation categories.)***

## ACADEMIC SENATE DISCUSSION ITEM

COMPETENCIES	COMPETENCY DESCRIPTION	CRITERIA (Measure)	EXAMPLES FOR EVALUATEES AND EVALUATORS	PROPOSED SCORING/RATING
DATA	Uses data to identify inequitable outcomes among demographic groups and develop strategies to inform and improve student outcomes and success.	Uses data to improve equitable student outcomes and success.		
DEIA and MISSION	Demonstrates the importance and impact of DEIA and antiracism as part of the college's mission statement.	Models DEIA and antiracism efforts as described in the college's mission, vision, and philosophy statements.		