



# College of the Canyons Academic Senate

May 23, 2024

3:00 p.m. to 5:00 p.m.

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

Join Zoom Meeting

<https://canyonsonline.zoom.us/j/89672861130?pwd=rM5ST4atUVbKaEEYrnblUYCAAYRVLBB.1>

Meeting ID: 896 7286 1130; Passcode: 424965

One tap mobile +16694449171,,89672861130# US; +12532050468,,89672861130# 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:
  - Selection Committee list (pg. 4)
  - Faculty Appointments to Committees list (pg. 4)
5. Sub-Committee Summaries/Information:
  - March 11, 2024, Senate Executive Committee Summary (pg. 9-10)
6. Approval of the Consent Calendar

Academic Senate Summary, May 9, 2024 (pg. 5-8)	Program Viability Committee Program Revitalization, Modification, and Initiation Proposals:
<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>
Program Viability Committee/ Proposed New Departments:	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
2. Academic Senate Presidents Report, David Andrus
3. Vice Presidents Report, Lisa Hooper

### 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
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)
  - d. DEIA Institutional Competencies (pg. 21)
  - e. CCCCO Information/Reference Documents
    - i. [CCCCO Recommended DEIA Competencies and Criteria](#)
    - ii. [CCCCO Guidance on Implementation of DEIA Evaluation and Tenure Review Regulations](#)
    - iii. [CCCCO DEIA Title 5 Regulation Changes](#)
3. Climate Survey Results Discussion, David Andrus

### D. Action Items

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

1. Faculty Receiving Emeriti Status June 2024

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>Communications Studies/English/Journalism</i>	10. Alan Strozer, <i>Computer Application &amp; Web Tech. (CWAT) &amp; Psychology</i>

### E. Special Recognition

1. [New Tenured Faculty](#)

Gretchen Stanton, Chemistry	Max Keller, Cinema
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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 (11/16/23 – 6/30/24)	Arshia Malekzadeh, Adjunct (7/1/22 – 6/30/2024)
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

1. Benjamin Riveira	4. Kelly Cude	7. Gretchen Stanton
2. Deanna Riveira	5. Kristin Miura	8. Michelle Razzano
3. 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**

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**Please note:**

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

9301 Shirley Ave. Northridge, CA 91324

### Selection Committee Appointments

First Name	Last Name	Full-Time or Part-Time
Adina	Carrillo	Full-Time
Anna	Hillary	Full-Time
Dora	Lozano	Full-Time
Graciela	Martinez	Full-Time
Heather	Dotter	Full-Time
Jaya	George	Full-Time
Jennifer	Thompson	Full-Time
Jesse	Vera	Full-Time
Justin	Hunt	Full-Time
Kathrina	Almero-Fabros	Full-Time
Katie	Coleman	Full-Time
Pamela	Williams-Paez	Full-Time
Robert	Wonser	Full-Time

### Faculty Appointments to Committees list

First Name	Last Name	Committee
Adam	Kaiserman	Academic Staffing Committee
Karyl	Kicienski	Academic Freedom Committee/Chair
Lori	Young	Academic Standards Committee
Pamela	Williams-Paez	Scholarly Presentation Committee/Chair

## Academic Senate Meeting Summary for May 9, 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	Garrett Rieck	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	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 <i>via Zoom</i>	X
Humanities Senator	Mike Harutunian	X	Adjunct Senator	Linda Beauregard-Vasquez <i>proxy for Lauren Rome</i>	X
Kinesiology/Athletics Senator	VACANT	A	Adjunct Senator	Linda Beauregard-Vasquez	X
SBS Senator	Victoria Leonard	X	X= Present	A= Absent	

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

Guest							
Alexa Dimakos	X	Dustin Silva	X	Jesse Vera	X	Lak Dhillon	X
Arshia Malek	X	Hestia Sartika	X	Julie Johnson	X	Lisa Sawyer	X
Chad Peters	X	Dr. Jasmine Ruys	X	Kathlene Welch	X	Robert Wonser	X
Christopher Blakey	X	Jaya George	X	Kathrina Alemero-Fabros	X	Ruth Rassool	X
Dr. Daylene Meuschke	X	Jennifer Smolos Steele	X	Lak Dhillon	X	Sara Breshears	X
Dianne Avery	X						

### A. Routine Matters

1. Call to order: 3:05 pm
2. Public Comment:
  - The Climate Survey results will be going out soon. There has been much confusion and uncertainty as to how the results should be distributed or presented. There is a scheduled webinar with the RP Group on May 21st. That webinar will provide a summary with key points regarding the interpretation of the data.
3. Approval of the Agenda

- An adjustment was made to the summary from April 25<sup>th</sup>. There was mention of the CETL Coffee on Side and AI. This statement was not clear and will be removed.
  - **Motion** to adopt the revised agenda by Rebecca Shepherd, seconded by David Pevsner. Linda Vasquez- Beauregard proxy for Lauren Rome. (yes, vote) Unanimous. Approved.
4. Committee Appointments:
    - Selection Committee list (pg. 3)
    - At-Large Academic Senate Senator Appointment, Michelle LaBrie
    - At-Large Curriculum Committee Appointment, Jaya George
    - Academic Staffing Committee Chair, Erik Altenbernd
  5. Sub-Committee Summaries/Information: none
  6. Approval of the Consent Calendar
    - David Pevsner is not listed as he is a Faculty Director and his program has yet to officially approved as an academic department.
    - Due to the high impact of the pandemic some new modalities were created. The names of the documents have been renamed to make it easier to search on the Academic Senate website.
    - **Motion** to approve the consent calendar by Linda Vasquez-Beauregard, seconded Victoria Leonard. Linda Vasquez- Beauregard proxy for Lauren Rome. (yes, vote) Unanimous. Approved.

Academic Senate Summary, April 25, 2024 (pg. 4-7)	<a href="#">Curriculum Committee Summary</a> , May 2, 2024
<u>Instructional Modalities Standing Rules Renamed:</u> <ol style="list-style-type: none"> <li>1. Instructional Modality Nomenclature Senate Statement of Rationale and Interpretation Winter and Spring 2021 (Senate Adopted 10/01/20 Rename 05/09/24 (pg. 8-9)</li> <li>2. Instructional Modality Nomenclature Standing Policy Winter and Spring 2021 (Senate Adoption 09/17/20) Renamed 05/09/24 (pg. 10-11 )</li> </ol>	<u>New Academic Department Chairs</u> <ol style="list-style-type: none"> <li>1. Lak Dhillon, Diagnostic Medical Sonography</li> <li>2. Jaya George, Pharmacy Technology</li> <li>3. Anna Hillary, Occupational Therapy Assistant</li> </ol>

## B. Reports

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

1. Academic Freedom Committee, Chris Blakey
  - i. The Policy Committee is in the process of writing a research paper concerning grading as related to AF. It is almost complete and ready for review by the Academic Senate. There was a reminder that when the AF committee drafts a white paper, and subsequently adopted by the Academic Senate, such papers will stand as an official position of the Academic Senate and can be used to resolve grievances and conflicts by the District.
2. Academic Senate Presidents Report, David Andrus
  - i. **Agenda for May 23<sup>rd</sup>**: The last meeting of the semester is scheduled for May 23, 2024. The next agenda will include the AI Resolution (possibly), a presentation by Dr. Rian Medlin from HR, the climate survey, recognition of retirees and DEIA competencies.
  - ii. **Collegial Celebration is scheduled for May 30<sup>th</sup>**. The event will be hosted in the open patio area outside the Hasley Hall area. An announcement with a Google RSVP form will be sent out soon. Senate Historian and Professor Emeritus Michael Dermody will serve as MC.
3. Vice Presidents Report, Lisa Hooper
  - i. **Faculty Offices Update:** The Senate office was waiting on the final list of faculty retirements for office moves. If any faculty decided to delay retirement, that delay needed to be approved by HR.
  - ii. **Faculty Office Lottery Round #1:** The Office lottery was launched as soon as possible. For those interested in an office at the Canyon Country Campus, there are no available offices at the CCC.

The lottery will run for two rounds. The Senate will continue to manage offices.

- iii. **Faculty in the spotlight:** This event went well and was hosted in the Canyon's newsroom. Faculty who attended will receive FLEX credit. The recording of the event is currently uploaded on the Canyons News.

### C. Action Items

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

1. AP 4103 (Work Experience), Gary Collis (pg. 12-14)
  - i. There were no additional changes to AP 4103.
  - ii. **Motion** to adopt by Rebecca Shepherd, seconded by Erica Seubert. Linda Vasquez- Beauregard proxy for Lauren Rome (yes, vote). 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. Self-Service Phase 2 Update, Lisa Sawyer & David Andrus (pg. 15-16)
  - i. Several registration status options have been developed and were presented. The registration process might still be confusing as many students will need to learn the new terminology. There was a suggestion to post the registration status options on the website so faculty can refer students to that information. The "Add Authorization" box is confusing for students and this is why they keep asking for a code. The box will need to be updated so it is less confusing. This item might go on the first agenda of the fall semester.
2. AI Resolution, David Andrus (pg. 17-18)
  - i. There was discussion regarding the issue of whether the resolution enhances the work of the newly created Academic Integrity committee or limits that committee's functions and charge. There were concerns with the resolution regarding how well it captured all campus and academic perspectives. This resolution has now been referred to the Academic Integrity Committee for further development. It will not come back to the Senate for review until fall, 2024.
3. Update on Student Center Renovation Timeline, Dr. Jasmine Ruys
  - i. The changes to the Student Center were submitted to the Department State Architect (DSA) and have not yet been approved. This proposal may not go out for bid until end of July. Consequently, the previous timeline of renovations is no longer current. College personnel will no longer be moving out of the student center this summer, 2024. That process must be delayed until DSA completes its approval process. ASG will no longer run a computer lab and instead have print stations throughout campus such as at the library. The BANC has laptops available as well. Request for Dr. Jasmine Ruys and Erin Teague will return for an update in fall, 2024.

Special Note: CSU has rescinded the objects of program duplication and will approve Baccalaureate program. There will be a need to schedule a special Curriculum meeting due to minor changes.

### E. 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

### 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. Artificial Intelligence Resolution and/or Policy
4. Election Committee Processes Update

**G. Announcements**

1. Next Academic Senate Meeting Dates Spring 2024: May 23<sup>rd</sup>. 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>.
2. 2024 ASCCC Faculty Leadership Institute: June 20<sup>th</sup> – 22<sup>nd</sup>, Location TBD
3. 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.

**H. Adjournment:** 5: 04pm.

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9301 Shirley Ave. Northridge, CA 91324



COLLEGE OF THE CANYONS  
ACADEMIC SENATE  
EXECUTIVE COMMITTEE MEETING

SUMMARY

**March 11, 2024**

11:00 a.m. to 12:00 p.m.

**Attendees:** Alisha Kaminsky, David Andrus, Erika Torgeson, Gary Collis, Gary Quire, Jason Burgdorfer, Julie Johnson, Katie Coleman, Lisa Hooper, Marilyn Jimenez, Miriam Golbert, Patty Robinson, Robert Wonser & Tricia George.

**A. Routine Matters**

1. Call to order: 3:10 pm
2. Public Comment:
  - I. There may be community members who will start attending various meetings.
3. Approval of the Agenda
  - I. **Motion to adopt the agenda** by Gary Quire, seconded by Tricia George. Unanimous. Approved.

**B. Consent Calendar**

1. Adoption of October 19, 2023 Ex. Comm. Summary (pg. 3-4)
  - a. **Motion to approve the consent calendar** by Lisa Hooper, seconded by Jason Burgdorfer. Unanimous. Approved.

**C. Reports:**

1. Academic Senate Presidents Report
  - This is now the third year of the award cycle. President asked for feedback on award descriptions

**D. Action:**

1. Faculty Awards Timeline Adoption (pg. 5)
2. Faculty Awards Description and Criteria
  - The call for nominations will go out on 3/12/23. Nomination will close on 4/28/24.
  - If there is an award that receives no nominations then there will be no recipient for that award this academic year. If other awards received only one nomination then that person nomination will count as the only nomination received and will require deliberations.
  - Marketing: Committee members are encouraged to announce at School/Division meetings the call for award nominations.
3. Faculty Awards Deliberations Guidelines (pg. 6)
  - **Motion to adopt all three action items** by Gary Quire, seconded by Julie Johnson. Unanimous. Approved.

**E. Discussion**

1. Creation of Committee Level Recognition for Distinguished Service
  - A discussion took place to answer the question if there should be committee level of recognition for service coming from a committee as opposed to the Senate.

- Exec. Committee Resolution for Faculty serving on Committees: This could be an Exec. Committee resolution that does not go to the Senate but is instead a resolution endorsed by the Executive Committee. This may be an Executive Committee recognition and call a joint meeting with the committee. The meeting can take place in person and at the BONH 330. The event could include food and an award presented.
- Concerns with awarding Emeriti Status: There are concerns with awarding Emeriti status to all faculty. There should be criteria regarding length of service or significant and substantial contribution to the college.
- Nomination Proposal: Rather than having a hard-defined rubric could nominators instead submit a proposal of why the District should consider a faculty member. It would then be up to nominators to put together a resolution.
- Providing gifts to all committee members for their service: Could there be a middle group for those meeting the criteria and provide a gift for the remaining committee members. There may not be sufficient budget to purchase gifts. However, this may encourage participation in committees. Some of the committee members are ok with honoring someone for long terms service. There are concerns with awarding all member some type of recognition as there are some who join committees but do not participate. Many who serve on Senate sub-committee feel they are very meaningful.
- Process Statement: The suggestion is to have the committee draft of a short process statement as this criterion may be different than the award criteria.
- The Senate Exec committee will meet on **April 8<sup>th</sup> at 11am**. A draft of the process will be presented on nominating someone serving on a committee so that the committee can vote and approve. This will allow the second half of the semester for faculty to submit a request.
- Recognizing Retired Faculty: Could committee founders who have now retired be nominated? There can be unique situations where the committee may feel strongly and if many within a faculty group wanted to submit a request this could be considered.
- What are the rules for confirming next year's committee members? There is usually a reminder after spring break that is sent out to all committee chairs. The suggestion for all committee chairs is to have them confirm membership with their committee by end of April and May 1<sup>st</sup>. The list can then be submitted to Marilyn.

2. Future Meeting Times/Days: none

3. Future Discussion Topics: none

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

#### **F. Announcements**

1. Next Academic Senate Meeting Dates Spring 2024: March 21<sup>st</sup>; April 11<sup>th</sup>; April 25<sup>th</sup>; May 9<sup>th</sup>; May 23<sup>rd</sup>
2. 2024 ASCCC Spring Plenary Session: April 18<sup>th</sup> – 20<sup>th</sup>, San Jose Marriot, San Jose, CA.
3. 2024 ASCCC CTE Regional Consortium: May 3<sup>rd</sup>, Los Angeles, CA. area
4. 2024 ASCCC Faculty Leadership Institute: June 20<sup>th</sup> – 22<sup>nd</sup>, Location TBD
5. 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.

G. **Adjournment**: 11:50 am.

## ACADEMIC SENATE DISCUSSION ITEM

### **DISCUSSION ITEM TOPIC:**

DEIA Faculty Evaluation Competences and Criteria

### **ISSUE/ITEM BACKGROUND:**

Section 53602 of Title 5 CCR requires local governing Boards adopt policies that mandate the inclusion of Diversity, Equity, Inclusion and Accessibility (DEIA) in all employee evaluations. In Spring, 2023 the Office of the Chancellor for the California Community College system released recommended DEIA competencies and criteria as guidance for local districts as they develop and adopt their local competency standards. Some aspects of this guidance could be interpreted to mean that the recommended standards should be followed. Other aspects of the guidance infer they are merely reference standards and that local adopted competencies are permissible in the manner they are crafted. The competencies proposed herein do not strictly follow the State's recommended competencies.

In 2021, the Academic Senate established a joint Senate/COCFA taskforce to revise established full-time evaluation documents. The part-time faculty (AFT) union declined the invitation to collaborate with the task force. The need for revisions was driven by the expansion of modalities, namely OnlineLIVE, resulting from the Covid-19 pandemic period of remote instruction. The task force conducted a wholesale review and revision to the full-time instructional evaluation document. (A subsequent task force to revise the noninstructional faculty evaluation instrument was established.) At that time, DEIA considerations were already being considered and built into the proposed evaluation document. Upon concluding the review and revision of the full time evaluation document, the task force presented its proposed revisions to the Academic Senate in the spring, of 2023. However, it was at that same time the State Chancellor's office handed down its DEIA recommended competencies and criteria. Thus, the final draft of the task force evaluation document was put on hold until a new task force was established to further define our local faculty DEIA competences and criteria, as directed by Title 5.

In September of 2023 the DEIA Faculty Evaluation Competencies and Criteria Task Force was established. That task force has concluded its work and now presents its proposed DEIA competences and criteria to the Academic Senate.

### **ISSUE/ITEM TO BE DETERMINED:**

Per the requirements of Title 5, local bargaining units, in our case COCFA and AFT, must collegially consult with the Academic Senate prior to negotiating and including any DEIA faculty evaluation standards into collective bargaining agreements. Both COCFA and AFT were invited to participate in the DEIA task force and both employee associations have been kept up to date on the work of the task force. To be clear, bargaining units must consult the Academic Senate on employee evaluation documents in general, hence the initial joint Senate/COCFA task force established in 2021.

Collegial consultation does not infer approval. Thus, this presentation of DEIA 11

Competencies and Criteria seeks to satisfy the final aspect of COCFA and AFT's requirement to collegially consult the Academic Senate on this matter. If necessary, these competencies may return for further discussion, but there will be no vote of the Academic Senate on these standards.

In fall, 2024 the competencies and criteria will be forwarded to the 2021 Senate/COCFA joint task force on evaluations to determine how these new standards will live, structurally, within the proposed new full-time instructional faculty evaluation document. AFT will be invited to join this task force to coordinate the incorporation of these standards into AFT part-time evaluation documents. These competencies and criteria will also be forwarded to the noninstructional faculty evaluations task force for similar purposes.

Once the two faculty evaluation task force groups conclude incorporating the DEIA competencies and criteria into the evaluation documents, those documents will return to the Academic Senate as a matter of collegial consultation. Subsequent to that, they will be forwarded to both collective bargaining units and the District for formal negotiation and adoption into the collective bargaining agreements.

**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.

- b. 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

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#### **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.	-Meets the Standard  -Working Toward the Standard

	3. Participates in training to incorporate culturally affirming pedagogy.	and communities in teaching and learning.	<p>Reviews instructional resources and materials to 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.		