College of the Canyons Academic Senate

October 23, 2025
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/89329119195?pwd=SO5MtcK0ZJc0POgaPLiLvVaG05boE8.1

Meeting ID: 893 2911 9195; **Passcode:** 424662
One tap mobile +1-669-444-9171# US; +1-253-205-0468# 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 College of the Canyons

A. Routine Matters

1. Call to order
2. Public Comment
   I. *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 or asked via zoom chat feature.*
3. Approval of the Agenda
4. Committee Appointments:
   I. Hiring Committees (pg. 3)
5. Sub-Committee Summaries:
   I. Program Viability Committee Meeting Summary, October 9, 2025 (pg. 8-11)
6. Approval of the Consent Calendar

Academic Senate Meeting Summary, October 9, 2025 (pg. 4-7)	Senate Election Committee Nomination Results (pg. 12) • President of the Academic Senate • Vice President of the Academic Senate • Communications Officer of the Academic Senate Round #1 Nomination period results: • Dept. Chair nomination results (pg. 13-15)
Curriculum Committee Summary, October 16, 2025	

B. Reports

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

1. Faculty Professional Development (FPD), Teresa Ciardi (pg. 16-18)
2. IDEAA Liaison Report, Alene Terzian
3. Academic Senate Presidents Report, Lisa Hooper
   I. ASCCC Resolutions Packet
4. Vice President Report, Garrett Rieck

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

1. ESS 25-60 Annual Curriculum Approval Certification, Tricia George & Lisa Hooper (pg. 19-24)
2. AP 4234 (Pass/No Pass), Gary Collis (pg. 25)
3. Policy Review committee Procedures, Gary Collis
   - I. Policy Review Committee Procedures (Final for Senate) (pg. 26-29)
   - II. Policy Review Committee Procedures (Working Copy) (pg. 30-33)

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

1. Proposed revisions to the Faculty Evaluation Instrument, Lisa Hooper
   - I. Full-Time Faculty Professional and Instructional Evaluation Summary
   - II. New Guide for Self-Evaluation Tenured and Tenured Track Faculty
     - a. DEIA Proposed Faculty Evaluation Competencies & Criteria (Discussion)
       1. DEIA Discussion Item Overview (pg. 34-35)
       2. DEIA Proposed Faculty Evaluation Competencies & Criteria (Report Format) (pg. 36-40)
       3. DEIA Proposed Faculty Evaluation Competencies & Criteria (Table Format) (pg. 41-43)
       4. DEIA Institutional Competencies (pg. 44)
     - b. CCCCO Information/Reference Documents
       1. CCCCO Recommended DEIA Competencies and Criteria
       2. CCCCO Guidance on Implementation of DEIA Evaluation and Tenure Review Regulations
       3. CCCCO DEIA Title 5 Regulation Changes
2. Vote of No Confidence Resolution, Lisa Hooper (pg. 45-16)

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

1. Instructional Resources Committee - Automated Book Adoptions Update
2. Web Design/Senate Sub-Committee pages update
3. Use of Artificial Intelligence (AI) by Faculty

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. Department Chair Training Series Schedule

G. Announcements

1. Next Academic Senate Meeting Dates Fall 2025: Nov. 6th; Nov. 20th; Dec. 11th
2. 2025 ASCCC Fall Plenary, Nov. 6th-8th, Hyatt Regency, La Jolla, CA.
3. 2025 ASCCC Noncredit Regional Meeting, College of the Canyons, Friday, Oct. 24th
4. 2025 ASCCC Fall Curriculum Regional Meetings, Area C, College of the Canyons, Friday Oct. 31st
5. 2026 ASCCC Spring Plenary, April 9th – 11th, Hyatt Regency, Santa Rosa, CA.
6. 2026 Faculty Leadership Institute, June 11th – 13th, Hyatt Regency, Long Beach, CA.
7. 2026 Curriculum Institute, July 15th – 18th, Sacramento Convention Center

H. Adjournment

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https://canyonsonline.zoom.us/j/89329119195?pwd=SO5MtcK0ZJc0POgaPLiLvVaG05boE8.1
Please note:
This meeting will be broadcasted at the following locations via zoom
none

Selection Committees

Faculty Appointments

First Name	Last Name	Full-Time or Part-Time
Lisa	Hooper	Full-Time
Tricia	George	Full-Time

Academic Senate Meeting Summary for October 9, 2025

Voting Members					
Senate President	Lisa Hooper	X	Business Senator	*David Brill proxy for* Gary Quire	X
Vice President	Garrett Rieck	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	Public Safety	VACANT	
Communications Officer	Erica Seubert	X	At Large Senator	Alene Terzian-Zeitounian	X
AT Senator	Regina Blasberg	X	At Large Senator	Erin Delaney	X
MSHP-MSE Senator	Thomas Gisel	X	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	Alexandra Dimakos	X
Student Services Senator	Jesse Vera	X	Adjunct Senator	Todd Fatta	X
Humanities Senator	Mike Harutunian	X	Adjunct Senator	*Erica Subert proxy for* Lauren Rome	X
Kinesiology/Athletics Senator	*Garrett Rieck proxy for* Leora Gabay	X	Adjunct Senator	*Tricia George proxy for* Linda Beauregard-Vasquez	X
SBS Senator	*Rebecca Shepherd proxy for* Jennifer Paris	X	X= Present	A= Absent	

Non-voting Members			
Dr. Thea Alvarado (Interim, CIO)	X	Jennifer Brezina	X
Marilyn Jimenez	X	Jason Burgdorfer (COCFA President)	A
Dan Portillo (AFT President) *Via Zoom*	X	ASG Student Representative: Sanjana Sudhir (Student Trustee)	A

Guest							
Claudenice Braga-McCalister	X	Dianne Avery	X	Jennifer Paris	X	Paul Wickline	X
Clinton Slaughter	X	Dr. Edel Alonso	X	Jessica Crowley	X	Ruth Rassool	X
Collette Gibson	X	Dr. Preeta Saxena	X	Lauren Rome	X	Siane Holland	X
Connie Palazzolo	X	Eddie Becton	X	Michael Felix	X	Sonny Requejo	X
Dr. Daylene Meuschke	X	Garrett Hooper	X	Nadia Cotti	X	Victoria Leonard	X
Dr. Deanna Riveira	X						

A. Routine Matters

1. Call to order: 3:03 pm
2. Public Comment:
   I. The Department Chair nomination form does not include the new health departments for OTA, PTA, Pharm Tech and DMS. The Department Chair Nominations for round #2 will include the new allied health programs.
3. Approval of the Agenda:

I. Jessica Crowley was welcomed as the new Public Safety Senator.
II. **Motion** to approve the agenda by Todd Fatta seconded by Lak Dhillon. Garrett Rieck proxy for Leora Gabay (yes, vote); Tricia George, proxy for Linda Beauregard-Vasquez (yes, vote); David Brill proxy for Gary Quire (yes, vote); Erica Seubert proxy for Lauren Rome (yes, vote); Rebecca Sheperd proxy for Jennier Paris (yes, vote). Unanimous. Approved

4. Committee Appointments: (pg. 3)
5. Sub-Committee Summaries:
   I. Senate Executive Committee meeting summary, September 18, 2025 (pg. 10-13)
   II. Program Viability Committee meeting summary, September 25, 2025 (pg. 14-16)
6. Approval of the Consent Calendar
   I. Counseling department withdrew request to split the Counseling dept. All full-time counselors will be able to run for the Chair of Instructional Counseling position. The chair of record through our elections process will be their instructional chair.
   II. **Motion** to approve the consent by Garrett Rieck, seconded by Jessica Crowley. Garrett Rieck proxy for Leora Gabay (yes, vote); Tricia George, proxy for Linda Beauregard-Vasquez (yes, vote); David Brill proxy for Gary Quire (yes, vote); Erica Seubert proxy for Lauren Rome (yes, vote); Rebecca Sheperd proxy for Jennier Paris (yes, vote). Unanimous. Approved

Academic Senate Meeting Summary, September 11, 2025 (pg. 4-8)	Curriculum Committee Summary, October 2, 2025
Public Safety Senator Nomination Results (pg. 9)	Request to withdraw the Program Viability Department Counseling Department Proposal to Split

B. Reports

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

1. Academic Senate Presidents Report, Lisa Hooper
   I. **Homecoming:** This event is scheduled for tonight at the Cougar stadium.
   II. **Great Shakeout Drill:** The drill is scheduled for next Thursday. Lisa advocated participation in the drill. The email from James Temple provides detailed instructions for faculty.
   III. **ASG presentation to the Board:** ASG presented a resolution on a Vote of Confidence for David Andrus and a Vote of No Confidence for Sharlene Johnson, Fred Arnold and Sharlene Trevino to the Board. ASG leadership is impressive, demonstrating both confidence and competence.
   IV. **GENSLER Group Update:** This group has been to COC three times and is working on re-imaging the district planning, including the educational facilities master plan. At the last presentation, a key finding was that the primary reason students want to come to campus is to engage with their instructors, and the primary reasons instructors want to come to campus is to engage with their students. Gensler commented that is alignment is impressive and rare.
   V. **Area C Meeting:** Lisa Hooper will be attending on Friday, October 10th.
   VI. **Faculty Appointments for Project Advancement Teams:** These teams are in place. People were intentionally placed to teams based on their past service to the district in committee work. A refinement of these appointments may occur over the next year as the new model is fully implemented.
   VII. **Adjunct Advisory Council:** A town hall will be scheduled for November 6th after the Senate Meeting in BONH-330. It is an opportunity for adjuncts to liaison with Senate leadership, administrators, and fellow adjuncts.
   VIII. **Unfinished Business:** A resolution explaining our previous no confidence vote is due. A resolution will be furnished to the Senate at our next meeting for consideration and at least two reads.
2. Vice President Report, Garrett Rieck
   I. **Office Lottery:** The lottery will be starting soon, and available offices will be on Mon. Oct. 20th and will go until Friday, and following Monday and Tuesday will announce winning offices.
   II. **Senate Elections Nominations:** The Nomination period for the first round of Dept. Chair

nominations will end on Friday October 10th. The second round is forthcoming.

III. **Faculty Moving Offices between Campuses: concerns** were raised as to how faculty moving between campuses would select offices. Lisa will work with the Office of Instruction to determine how impacted programs and associated faculty are moving between campuses and will create a process that is consistent with our seniority-based lottery process.

C. Action Items

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

1. BP and AP 3250 Institutional Planning and Effectiveness, Gary Collis
   I. Summary of Changes to BP and AP 3250 (pg. 17)
   II. BP 3250 (Final for Senate) (pg. 18)
   III. AP 3250 (Final for Senate (pg. 19-22)
      - This policy includes more detail and transparency in the BP than in the previous version. These are two policies that the district is required to have in place.
      - **Motion** to approve by Garrett Rieck, seconded by Rebecca Shepherd. Garrett Rieck proxy for Leora Gabay (yes, vote); Tricia George, proxy for Linda Beauregard-Vasquez (yes, vote); David Brill proxy for Gary Quire (yes, vote); Erica Seubert proxy for Lauren Rome (yes, vote); Rebecca Sheperd proxy for Jennier Paris (yes, vote). Unanimous. Approved
   IV. BP 3250 (current) (pg. 23)
   V. AP 3250 (current) (pg. 24)
   VI. BP 3250 (Final Mark Up Version) (pg. 25)
   VII. AP 3250 (Final mark Up Version) (pg. 26-28)
      - **Motion** to approve by Tom Gisel, second by Lak Dhillon. Garrett Rieck proxy for Leora Gabay (yes, vote); Tricia George, proxy for Linda Beauregard-Vasquez (yes, vote); David Brill proxy for Gary Quire (yes, vote); Erica Seubert proxy for Lauren Rome (yes, vote); Rebecca Sheperd proxy for Jennier Paris (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. Student Equity and Achievement (SEA) Plan 2025-28, Dr. Preeta Saxena & Dr. Daylene Mueschke
   I. College of the Canyons Student Equity and Achievement Plan Website
   II. Student Equity | California Community Colleges Chancellor's Office Website
      - This is a required plan of all institutions statewide and is tied to categorical funding. This plan is to demonstrate how to assess and reflect on how the district is closing the equity gaps. This is a 3-year plan cycle. The plan also asks to identify an intensive focused group. The plan is due to be on November 30th to the Chancellors office and requires various signatures. Metrics, trend data, strategies & efforts, goals and SEA funding were shared. There will also be SEA Plan opening hours. The district has also submitted a letter of interest for a partnership resource team that is funded by the IEPI grant with the state. This is a mechanism for the district to better track access for students who are unaffiliated with a special population group and prioritize them.
2. AP 4234 (Pass/No Pass), Gary Collis (pg. 29)
   I. In section 1, b. there is now a deadline for students to elect a pass/no pass grade. The Title 5 regulation strongly encourages colleges to go as late as possible; however, not too late that the students know what their grade will be. This was left as days and not business days. The students can now self-elect a P/NP grade at the time of registration. Students are also encouraged to interact with a counselor prior as there can be ramifications, particularly on transfer or even graduation. Students can choose to switch a class back from a P/NP to a letter grade. This will item will return as action.
3. Policy Review committee Procedures, Gary Collis
   III. Policy Review Committee Procedures (Final for Senate) (pg. 30-33)

IV. Policy Review Committee Procedures (Working Copy) (pg. 34-38)
   - Recently committees were asked to review their procedures. Some edits include removing the chair duties and allowing any faculty member to call for a formal vote. The committee wasn't designed to be conducted by school representatives but rather by a smaller group. The committee members believe their work requires a counselor to serve to inform their work. This item will returned.

4. Proposed revisions to the Faculty Evaluation Instrument, Lisa Hooper
   III. Full-Time Faculty Professional and Instructional Evaluation Summary
   IV. New Guide for Self-Evaluation Tenured and Tenured Track Faculty
      c. DEIA Proposed Faculty Evaluation Competencies & Criteria (Discussion)
         5. DEIA Discussion Item Overview (pg. 39-40)
         6. DEIA Proposed Faculty Evaluation Competencies & Criteria (Report Format) (pg. 41-45)
         7. DEIA Proposed Faculty Evaluation Competencies & Criteria (Table Format) (pg. 46-48)
         8. DEIA Institutional Competencies (pg. 49)
      d. CCCCO Information/Reference Documents
         1. CCCCO Recommended DEIA Competencies and Criteria
         2. CCCCO Guidance on Implementation of DEIA Evaluation and Tenure Review Regulations
         3. CCCCO DEIA Title 5 Regulation Changes
            - At the next meeting Lisa would like to hear input from Senators. The board is required to define competencies for the district, but faculty have significant input in their evaluation processes. There is concern about approving DEIA competencies and incorporating them into evaluation instruments before the district adopts campus-wide competencies. Other districts have had lawsuits regarding this. It is important to respect the work of colleagues. There is no training developed. Competencies are supposed to be included in a board policy. This item will return for further discussion.

E. Unfinished Business

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

1. Potential Resolution explaining No Confidence Vote
2. IRC Discussion - Automated Book Adoptions
3. Web Design/Senate Sub-Committee pages 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. Department Chair Training Series Schedule
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H. Adjournment: 5:03pm.

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Please note:

This meeting will be broadcasted at the following locations via zoom: *none*

Program Viability Committee Summary

October 9, 2025, 10:00 a.m. to 11:30 a.m. – Zoom

Voting Committee Members:					
Lisa Hooper	*Committee Chair*	X	Kathrina Almero-Fabros	*Transfer Discipline Rep./At-Large Member*	A
Erika Torgeson	*Enrollment Services/Counseling*	X	VACANT	*ASG Student Rep.*	A
Jason Burgdorfer	*MSE, COCFA President*	X			
Jaya George	*Health Professions*	A	**Administrator Voting Members**		
Jennifer Paris	*CTE Rep/ECE Rep/SBS*	X	Dr. Thea Alvarado	*Interim Asst. Superintendent/CIO*	X
Jesse Vera	*Enrollment Services /Counseling*	X	Erin Tague	*Assist. Superintendent/VP of Facilities*	X
Karl Striepe	*SBS/Transfer Discipline Faculty*	X	Jason Hinkle	*Associate, VP, Business Services*	X
Ruth Rassool	*Humanities (Adjunct)/AFT Designee*	X	Jason Hinkle proxy for Dr. Jim Temple	*Assist. Superintendent/VP Tech, Inst. Dev. & Tech Computer Support*	X
Tricia George	*Curriculum Committee Chair/Humanities*	X	**A= Absent**	**X = Present**	

Guest:							
Ali Naddafpour	X	Dr. Daylene Meuschke	X	Harriet Happel	X	Marilyn Jimenez	X
Chad Peters	X	Dr. Deanna Riveira	X	Dr. James Temple	X	Nadia Cotti	X
Chloe McGinley	X	Dianne Avery	X	Jennifer Brezina	X		
David Pevsner	X	Garrett Rieck	X	Keith Kawamoto	X		

I. **Routine Matters**
   1. Call to order: 10:01 am
   2. Approval of the 9/25/2025 meeting minutes:
      i. Garrett Rieck stated Ruth Rassool is the AFT designee on the committee.
      ii. **Motion** to approve the 9/25/2025 meeting minutes with the clarification noted above by Jesse Vera, seconded by Dr. Thea Alvarado. Unanimous. Approved.
   3. Approval of the Agenda
      i. **Motion** to approve the agenda by Tricia George, seconded by Jennifer Paris. Unanimous. Approved.

II. **Action:**
   1. Request to withdraw the Request to Split the Counseling Department, Aivee Ortega & Clinton Slaughter
      i. **Update:** A meeting took place with Dr. Jasmine Ruys, Garrett Rieck, Dr. Thea Alvarado, Aivee Ortega and Clinton Slaughter to discuss this request. Aivee Ortega submitted a rationale for the proposal to withdraw the request.
      ii. **Non-Instructional vs. Instructional Counseling:** The department wishes to withdrawal their proposal to decouple or separate the student services/*non-instructional* side away from the *instructional* side of Counseling. This allows the instructional side, which includes all counselors, to remain intact for the purpose of electing a department chair. The Counseling Department will move forward with removing the wording of "non-instructional Counseling chair" and seek to find a new title/model for the duties of managing the general counseling

office services. The Counseling department will work with their dean, to define the new position and develop the processes for electing the counselor to oversee the non-instructional, general counseling area.

iii. **Who is eligible to Vote for Chair of Instructional Counseling:** The Elections Committee of the Senate is currently running Dept. chair elections, of which Instructional Counseling is now the recognized department. This means that all full-time counselors can run for the position of Chair for Instructional Counseling.

iv. **MOU for Counseling Department:** All counselors will continue to report to Clinton Slaughter, Dean of Counseling Services. An MOU has been signed and completed as of last week regarding approving the decoupling or separation of the two areas (non-instructional counseling and instructional counseling). There will be some additional conversation pertaining specifically to the General Counseling General Office area to what the title will be for the new position, associated release time, and a possible pilot program.

III. Reports

1. Final Report: Physical Therapist Assistant, Dave Pevsner

i. **First Cohort:** The first program cohort began coursework 7-8 weeks ago with 28 students.

ii. **Commission on Accreditation and Physical Therapy Education (CAPTE):** The application for candidacy was turned in on November 1st, 2024, using the then in place 2016 standards and elements for Physical Therapist Assistant Education.

iii. **CAPTE Reviewers:** The reviewers visited the campus and were impressed by the department.

iv. **Curriculum Update:** Curriculum was completed in Spring 2025. CAPTE was then busy evaluating the application. The program received candidacy status in August 2025. This accreditation status allows for eligibility to matriculate their first class.

v. **Annual Report:** On Dec. 1st David must turn in the annual report. The following fall the reviewers will return to campus to follow up.

vi. **Self-Study Report:** The self-study will be completed in the summer which has to be turned in on August 11th. The group will review the self-study between August 25th and Sept. 15th. The commission will meet again in the spring of 2027, right before the first cohort is set to graduate.

vii. **Human Resources Update:** Per the CAPTE Requirement standards from 2016 a program is required to have two full-time equivalents, preferably 3. The department was also allowed to hire 15 adjuncts. The program has met the CAPTE requirements.

viii. **Introduction to Physical Therapy Course:** A separate class was created for those students who may have an interest in both Physical Therapy Assistant and in becoming a Physical Therapist. This course has been offered since last spring.

ix. **Equipment & Resources:** The labs are working great although there was some equipment that didn’t go the way the program had anticipated. There are a few things that the program still needs to purchase and there are funds allocated in program review.

x. **CAPTE 2016 Standards:** The standards were replaced 30 days after the program turned in the accreditation package. The program now needs to meet the 2024 standards. The date the accreditation team is planning to visit the campus has moved up to fall of 2026. David also negotiated to have self-study due from Oct. 25th to the 28th of 2026.

xi. **Assessments:** Need to redo some assessments and David has been working IRPIE to try to make the assessments better.

xii. **Software Purchasing Challenges:** There was a challenge with obtaining the contract with the vendor for the software however, the CIO has signed off on the software and has agreed to do so annually, as needed. There is an additional piece of software requested for practice exams.

xiii. **Long Term Goals:** The strategic plan would be to run 2 cohorts annually but not until the program achieves accreditation and student's graduate. This will be around 2030 at which point another full-time equivalent hire is needed.

xiv. **Pro Forma Budgeting Tool:** Lisa requested that David finalize this form for the committee. A similar form is also required by the CAPTE accreditation. David agreed.

xv. **Student Population and Persistence:** There are three predictors for ultimate success from a recent study that outlines GPA, Anatomy GPA and TEAS entrance exam. There are concerns that some students are not adequately prepared in neuromuscular anatomy and physiology to take the next level of kinesiology.

xvi. **Non-Credit Certificate Curriculum Committee presentation:** David is presenting a certificate comprised of two courses on the *Foundations in Anatomy and Physiology for Movement Professionals*. This will be a catch-up course for future students. There will also be some GLA's through the TLC.

xvii. **Lab Hours Required:** CAPTE requires students to have access to the lab outside of lab time. COC requires an employee to oversee the lab. David created a new certificate like Nursing for non-open lab course work and paid for apportionment funds.

xviii. **Motion** to approve the PTA program for permanent status by Tricia George, seconded by Thea Alvarado. U.A.

2. Chair Report: Fire Technology Program Update, Keith Kawamoto & Harriet Happel

i. **Overview:** Course came through as part of the Fire Academy; however, courses are related to the Fire Technology Department.

ii. **Fire Technology 200 series Courses:** There are 6 classes at the 200 series for Fire Technology in Service for an associate of science degree. These courses have not been offered and may need to be archived.

iii. **Two Associates of Science Degree & Certificate:** There are two degrees and 1 certificate that were proposed.

    1. One degree is an In-service degree for those who want to become fire fighters. The other degree is for those who are In-service and fire fighters who want to obtain an associate's degree.

iv. **Reason #1 for Courses NOT being offered:** These classes haven't been offered due to the difficulty in finding instructors to teach. For instructors to teach courses the instructors have had to take the classes themselves. The classes were new and not many had taken the courses. Instructors must want to teach at COC and meet COC MQ's. This was a "rare individual", and the hope was that with years more people would get qualified.

v. **Reason #2 for Courses NOT being offered:** Due to the degree casting a narrow net for students. The target demographic was for current fire fighters who want to promote to Captain. LA county offers the same classes non-credit for free. Due to this reason enrollment would not be strong.

vi. **Proposed Solutions:** The proposal is to replace the In-Service degree with a Fire Prevention degree as this would create a larger net. This would incorporate both Preservice and In-service students. These classes help prepare current inspectors as many students have had to take classes outside of the area. This is an opportunity to offer other career pathways to students who may have medical conditions. The courses offered would be closer than those offered at Santa Ana and Rancho Cucamonga.

vii. **Discontinuance of Courses:** Nurturing curriculum is a workload issue and if there are no students then there is a question regarding whether courses are still needed.

viii. **Degree requirements for current Firefighters:** the department may explore the development of courses in fire prevention, which could serve existing fire fighters wishing to promote.
ix. **Motion** to archive the In-Service Fire Tech degree that will include the classes by Jesse Vera, seconded by Tricia George. Unanimous. Approved.

3. Final Report: Rising Scholars, Garrett Rieck
    i. **Overview:** COC joined a statewide network of local community colleges that help serve current and formally incarcerated students. This population is now referred to as justice served. There are 90-116 local community colleges that have implemented the Rising Scholars program. The Rising Scholars program is also part of the state chancellor's office, Vision 2030.
    ii. **COC partnership with the county jail**: Non-credit courses are offered in county jails. 90% of California jails are within 10 miles of local CCC's. 24 of the local CCCs participating in the Rising Scholars program are partnered with the Sheriff's office. COC is the only CCC that has an MOU with the sheriff's department, and this is why COC serves two jails in the area which includes Pitches Detention Center and the Compton Facility for women.
    iii. **Rising Scholars Network:** COC joined the rising scholar's network in 2015 to offer credit courses. COC is offering courses on site at Pitches Detention Center and Century Regional Detention Facility for women (Compton) and have an agreement with Compton college that COC will then turn over the program to them. Rising Scholars also offers Online Live classes for formerly incarcerated students and those who are in transitional home.
    iv. **Resources:** There is now expanded campus support for students to study, grab coffee and gain assistance.
    v. **Programs:** The Green Gardner program has been revised; the Commercial Sewing courses were offered in winter in 2022 and have been offered year-round non-stop. The Food Handler class has been offered at both jail facilities via Online Live. Construction courses are being revised. Welding courses are being developed in non-credit. Two new courses for Commercial Painting were offered in winter 2025. Commercial Printing was offered in spring 24. Mansory and Woodwork facilities are not being used as there have been shortages with supplies.
    vi. **Non-credit courses:** These courses were outlined such as vocational, Career Skills, Computer, CPR/First Aid, Health & Wellness, English Support Courses and Life Skills. Many life skills are mandated by the courts and help students find employment.
    vii. It is empowering for students to tell their families that they are enrolled in college. The impact this program is making is not just on students but on the community.
    viii. **Challenges:** EBI has been short-staffed and there are no full-time faculty. Non-Credit Faculty are only allowed to teach 230 hours per semester. If this program is approved for permanent status the program will propose additional new programs.
    ix. **Employment Opportunities for Students:** There are laundry facilities at LA Country jails run by Mission Linings. One idea is to create a vocation program in Laundry Services in collaboration with Missing Linings.
    x. Special thanks to Dianne Avery and Rosario Gonzalez for all of their support.
    xi. **Motion** to move the Rising Scholars program from pilot to permanent status by Jesse Vera, seconded by Dr Thea Alvarado. Unanimous. Approved

IV. Adjournment: 11:30 am.

From: Senate Elections <Senate_Elections@canyons.edu>
Sent: Monday, October 20, 2025 10:18 AM
To: Senate Elections <Senate_Elections@canyons.edu>
Cc: Jimenez, Marilyn <Marilyn.Jimenez@canyons.edu>
Subject: Nomination Results: President, Vice President, and Communications Officer of the Academic Senate.

Dear colleagues,

The nominations for the Academic Senate President, Vice President, and Communications Officer for the next term, 7/1/26-6/30/28, have closed. As there was not more than one nominee for a position, an election will not take place at this time. Please see below nomination results. By acclamation and pending approval of the Academic Senate, the faculty below should serve as your President, Vice President, and Communications Officer of the Academic Senate.

Position (7/1/26-6/30/28 term)	Nominee(s)
Academic Senate President	Lisa Hooper
Academic Senate Vice President	Garrett Rieck
Academic Senate Communications Officer	Erica Seubert

If you have any questions, please contact us by emailing both Senate_Elections@canyons.edu and CC'ing Marilyn.Jimenez@canyons.edu.

*This email is being sent to Full-Time faculty, Adjunct faculty, and Instructional Deans.

Senate Elections
Senate_Elections@canyons.edu

DEPARTMENT CHAIR ROUND #1 NOMINATION RESULTS

Dear colleagues,

The nominations for Department Chairs and Program Coordinator (Humanities) have closed. Please see below for the list of nominations received.

We will be moving to hold elections for those with more than one nomination. Additional information will be provided to the nominees and relevant faculty groups for each election.

A second round of nominations for the positions we missed listing or that we did not receive nominations for will be opened soon.

Departments in **bold font** have been included in the second-round nominations.
The following departments will have an election take place, Automotive Technology, Counseling and MEA.

Department	Nominee(s)
Administration of Justice	
Anthropology	Lisa Malley
Architecture and Interior Design	Jason Oliver
Art	Michael McCaffrey
Automotive Technology	
Biological & Environmental Sciences	Kelly Cude
Business	Gary Quire
Chemistry	Gretchen Stanton
Cinema	Max Keller
Clinical Laboratory Science, Medical Laboratory Technician (MLT), & Phlebotomy	Hencelyn Chu
Communication Studies	Tammera Stokes Rice
Computer Applications & Web Technologies (CAWT)	Melanie Lipman
Computer Science	Benjamin Riveira
Construction Management & Construction Technologies	Regina Blasberg
Counseling	
Culinary Arts, Hospitality Management & Wine Studies	Cindy Schwanke
Dance	Diana Stanich
Diagnostic Medical Sonography	
Early Childhood Education	Jennifer Paris

Earth & Space Sciences	Jeremy Patrich
Economics	Jason Gurtovoy
Electronic System Technology	
Emergency Medical Technologies	Jessica Crowley
Engineering	Patricia Foley
English	Erin Delaney
English as a Second Language	
Ethnic Studies	Katie Coleman
Fire Technology	Keith Kawamoto
Graphic & Multimedia Design	Mark Daybell
Health Sciences	Kelly Bronco
History	Sherrill Pennington
Kinesiology/Physical Education	Ted Iacenda
Land Surveying	Regina Blasberg
Manufacturing Technology	Tim Baber
Mathematics	Collette Gibson
Media Entertainment Art	
Modern Languages	Claudia Acosta
Music	
Network Technology	
Nursing (CNA, LVN, RN)	Adina Carrillo
Occupational Therapy Assistant (OTA)	
Paralegal Studies	Nicole Faudree
Pharmacy Technology	
Philosophy	Andrew Jones-Cathcart
Photography	
Physics	David Michaels
Physical Therapy Assistant (PTA)	
Political Science	Karl Striepe
Psychology	Tammy Mahan
Real Estate	Ali Naddafpour
Recreation Management	Brittany Applen
Sign Language	
Sociology	Katie Coleman
Theatre	David Stears
Water Systems Technology	Regina Blasberg

Welding Technology	Tim Baber
Work Experience Education (WEE) *(formerly CWE)*	

Program Coordinator	**Nominee(s)**
Humanities	Alene Terzian-Zeitounian

If you have any questions, please contact us by emailing both Senate_Elections@canyons.edu and Marilyn.Jimenez@canyons.edu.

*This email is being sent to Full-Time Faculty and Instructional Deans.

Senate Elections
Senate_Elections@canyons.edu

Template for Committee & Faculty Reports to the Academic Senate

Note: Academic Senate reports may be presented in person, virtually (such as via zoom), written or in video format.

Reports should contain, at the minimum, the following information:

A. Committee & Committee Chair Name and Meeting Times/Location

Faculty Professional Development Committee

Chair: Teresa Ciardi

Meetings:

- 3rd Monday of each month for FLEX planning
- 4th Monday of each month for all other business
- 11:00am – 12:15pm
- Zoom

B. Committee Membership Composition List

Chair(s)	
Teresa Ciardi	Committee Faculty Chair/ Mathematics, Science & Engineering
Heather Stewart	Director, Professional Development Chair
Faculty Appointments	**School**
Adam Kaminsky	Social & Behavioral Sciences
Anna Hillary	Kinesiology, Health & Wellness, Fitness & Athletics
VACANT	School of Humanities
Bavand Karim	Visual and Performing Arts
Brandon Hilst	Math, Science & Engineering
Peter Hepburn	Learning Resources
Susan Ling	Enrollment Services/Counseling
Theresa Winter	Health Professions
VACANT	Business
VACANT	Applied Technologies
VACANT	Public Safety
Wendy Ruiz	Social & Behavioral Sciences
Adjunct Representatives	
Cindy Pollack	Personal & Professional Learning (Adjunct)
Susan Chapman	Personal & Professional Learning (Adjunct)
At-Large Representatives (2 Full-Time)	
Tammy Mahan	Social & Behavioral Sciences - At-Large Full-Time Faculty Representative

VACANT	At-Large Full-Time Faculty Representative
At-Large Representatives (2 Adjunct)	
Scott McAfee	Social & Behavioral Sciences (Adjunct)
Brooke Collins	Social & Behavioral Sciences (Adjunct)
Linda Beauregard-Vasquez	Humanities (Adjunct)
Other Members	
VACANT	ASG Representative

C. Time Stamp on Report

October 13, 2025

D. Committee background/purpose objectives or goals

Provide committee background on what is the purpose, objective or goal of the committee. Why was the committee formed? What does the committee seek to accomplish and where does it live in the campus governing structure?

I. Mission Statement

The mission of the College of the Canyons Faculty Professional Development Committee (FPDC) is to promote, improve, and sustain the professional development, growth, and well-being of faculty.

V. Duties and Functions

A. Plans Professional Development (FLEX) activities for faculty and develops the Faculty Professional Development Week schedules
B. Peer-reviews faculty proposals and reports
C. Evaluates and updates guidelines and operating procedures as needed and submits recommendations for changes to the Academic Senate
D. Maintains and updates list of pre-approved FLEX activities
D. Evaluates and discusses ~~the~~ outcomes of professional development workshops and activities

E. A summary of what the committee has worked on, worked toward and accomplished since its last annual report to the Senate, and over the course of the last academic year.

→ The committee reviews faculty proposals for FLEX each month
→ The committee plans the Fall and Spring FLEX Week offerings which include identifying a special topic speaker, facilitators for workshops which are requested through our surveys, and choosing a theme that encompasses current needs at College of the Canyons as identified by faculty

F. Committee main objectives, goals or projects for the current semester and academic year

Provide a summary of what are some of the main objectives, goals or projects the committee is focusing on for the semester. What are the committee priorities?

Our focus is to serve faculty, and this includes:

- Review and approve faculty proposals for FLEX
- Planning FLEX Week activities
- Sharing information from and to our respective stakeholders

Once the final version of the California Community Colleges Flexible Calendar Program is made available, the committee chair will make changes to the Faculty Professional Development Committee Guidelines in collaboration with the full committee and the Academic Senate to ensure our policies and procedures are aligned with the California Community Colleges Flexible Calendar Program.

G. Describe any challenges the committee has faced.

There are three significant challenges for this committee

1. Difficulty in obtaining compensation for committee chair work that is needed during off-contract times.
2. Faculty find the Vision Resource Center difficult to use, they have trouble locating completed FLEX hours. Additionally, entering hours into the system for the faculty (especially when they have not registered for a workshop that they attended) is cumbersome and time consuming for the professional development staff.
3. While we send out a survey to all faculty (full-time and part-time) and we communicate our activities to our schools, we receive responses from low percentage of faculty about what faculty want/need during FLEX week. We do our best to provide offerings aligned with current education trends and in response to the feedback we do receive.

H. Do you need the Academic Senate, its Executive Committee, the Office of Instruction or any other campus group to provide resource support to your committee for any upcoming initiatives or matters?

Perhaps

A. If any of these entities gain access to the final draft of the California Community Colleges Flexible Calendar Program from the California Community Colleges Flexible Calendar Program, we would appreciate having it forwarded to us.
B. We have vacant seats on the committee
C. Funding for attending conferences (Heather Stewart did some research on how other CCC's fund FTF/ADJ going to conferences and some had funds via the Academic Senate

I. Upcoming Senate Agenda Items or New Future Senate business from this Committee?

There will be revised Faculty Professional Development Guidelines to be approved by Academic Senate, likely sometime this academic year

MEMORANDUM
September 29, 2025

ESS 25-60 | Via Ema

TO: Chief Executive Officers
Chief Instructional Officers
Academic Senate Presidents
Curriculum Chairs
Academic Senate for Community Colleges
Curriculum Specialists

FROM: Raul Arambula, Dean of Academic Affairs

RE: Annual Curriculum Approval Certification

Background

This memorandum provides information regarding the Annual Curriculum Approval Certification. The annual certification includes all credit and noncredit course proposals, modified credit programs, Career Technical Education (CTE) credit programs that are C-ID aligned, and local credit programs. Programs not included in the annual certification and streamlined approval process include the associate degrees for Transfer (ADTs), noncredit Career Development and College Preparation (CDCP) certificates in the short-term vocational instructional domain, and new Career Technical Education credit programs that are not C-ID aligned.

Guidelines

The Chancellor’s Office Curriculum Inventory (COCI) system has yet to be updated to accommodate automatic approval for local programs and non-credit programs authorized under title 5 55130 and 55150 for streamlined and auto-approval. Therefore, Chancellor’s Office staff will manually approve affected programs, which may result in an approval timeframe of one to two business days. Periodic reviews of the locally approved and certified curriculum will be conducted by the Chancellor’s Office to monitor compliance and data integrity.

Requested Actions

The Chancellor's Office requires each college to submit: (1) an annual certification form (signed by the Chief Executive Officer, Chief Instructional Officer, Academic Senate President, and Curriculum Chair) and, (2) one PDF copy of the local governing board policy that defines the standards for credit hour calculations. The signed certification form and local governing board policy documentation are to be submitted to the Chancellor’s Office annually during the month of October.

Each academic year, during the month of September, the Chancellor's Office will release an annual certification reminder to colleges. For the 2025-26 academic year, the certification form and local governing board policy must be submitted to the Chancellor's Office no later than 5 p.m. on Nov. 21, 2025. Colleges that do not submit the required certification documents by the due date are out of compliance with auto-approval requirements, and thus, affected credit and noncredit course and program proposal submissions will be manually reviewed by the Chancellor's Office. The manual review process will remain in effect until the signed certification form, and the local governing board policy documentation are received by Chancellor's Office.

Contact

Please contact Raul Arambula, Dean in Academic Affairs, at RArambula@CCCCO.edu or (916) 322-1440, should you have any questions. Email a PDF of the annual certification form and a copy of the local governing board policy that defines the standards for credit hour calculations to David Garcia at DGarcia@CCCCO.edu.

Attachment: Annual Curriculum Approval Certification Form

cc: Sonya Christian, Chancellor
Rowena M. Tomaneng, Deputy Chancellor
James Todd, Vice Chancellor of Academic Affairs

By signing this form, the Chief Executive Officer, Chief Instruction Officer, Academic Senate President, and Curriculum Chair acknowledge and certify that:

- course hours and units are correct in accordance with CCCCO Course Calculations;
- the college/district course outline of record has been approved by the District Governing Board;
- the college has developed local policy, regulations, or procedures specifying the accepted relationship between contact hours, outside-of-class hours, and credit for calculating credit hours to ensure consistency in awarding units of credit;
- credit cooperative work experience plan has local board approval and is on file;
- credit and noncredit courses and programs that are submitted to the Chancellor's Office Curriculum Inventory (COCI) system are accurate and compliant with California Education Code, California Code of Regulations, title 5, and the current CCCCO Program and Course Approval Handbook (PCAH);
- credit and noncredit programs have the required attachments in accordance with the current CCCCO PCAH; and
- mandatory training for curriculum committees and responsible administrators regarding curriculum rules and regulations to ensure compliance with title 5 §55002.

This certification applies to the following:

1. **Courses**
   a. Credit - all credit courses
   b. Noncredit - all noncredit courses
2. **Programs**
   a. Credit
      i. Modified credit programs (excluding ADTs)
      ii. New credit programs with a Program Goal of "Local"
      iii. Credit CTE C-ID aligned programs (The following documents must be contained in submission: model curriculum templates, LMI, regional consortium recommendations) with the exception of new CTE credit programs that are not C-ID aligned and Apprenticeship
   b. Noncredit
      i. All noncredit programs

The annual certification is <u>**not**</u> **applicable** to the curriculum listed below:

1. Certificate Programs
   a. Credit: CTE not C-ID aligned
   b. noncredit: Career Development and College Preparation (CDCP) certificate programs in the instructional domain of Short-term Vocational (Education Code statute §84760.5 (a)(3) requires approval of short-term vocational programs by the Chancellor's Office and thus is excluded from local and automatic approval)

2. Degrees

   i. Associate degree for Transfer (AD-T)
   ii. Baccalaureate Degrees

Email a PDF of the annual certification form and a copy of the local governing board policy that defines the standards for credit hour calculations to David Garcia at DGarcia@CCCCO.edu.

Annual Curriculum Approval Certification Form

All forms are required.

By signing this document, I certify as the Chief Instructional Officer that

College of the Canyons has completed this process.

(College Name)

Name	Signature	Date
Jasmine Ruys		Oct 7, 2025
Chief Executive Officer Name *(Print Name)*	*(Signature)*	Date
Thea Alvarado	Thea Alvarado (Oct 7, 2025 15:21:52 PDT)	Oct 7, 2025
Chief Instructional Officer *(Print Name)*	*(Signature)*	Date
Lisa Hooper		Oct 7, 2025
Academic Senate President *(Print Name)*	*(Signature)*	Date
Tricia George	Tricia George (Oct 8, 2025 12:31:37 PDT)	Oct 8, 2025
Curriculum Chair *(Print Name)*	*(Signature)*	Date

ess-25-60-annual-curriculum-approval-certification-a11y

Final Audit Report 2025-10-08

Created:	2025-10-07
By:	Cyndi Trudeau (Cyndi.Trudeau@canyons.edu)
Status:	Signed
Transaction ID:	CBJCHBCAABAAn9nXqCt0V8HfPv2iT-Q9Q56n6jgBZoXS

"ess-25-60-annual-curriculum-approval-certification-a11y" History

Document created by Cyndi Trudeau (Cyndi.Trudeau@canyons.edu)
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2025-10-07 - 10:21:53 PM GMT

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2025-10-07 - 10:21:59 PM GMT- IP address: 72.153.153.17

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2025-10-08 - 2:17:35 AM GMT

Email viewed by Tricia George (tricia.george@canyons.edu)

2025-10-08 - 6:02:00 PM GMT- IP address: 67.63.80.37

Document e-signed by Tricia George (tricia.george@canyons.edu)

Signature Date: 2025-10-08 - 7:31:37 PM GMT - Time Source: server- IP address: 67.63.80.37

Agreement completed.

2025-10-08 - 7:31:37 PM GMT

AP 4234 Pass/No Pass

Reference:
Title 5 Section 55022

1. Courses may be offered in either or both of the following categories:

    A. Courses in which all students are evaluated on a "pass-no pass" basis.
    B. Courses in which each student may elect until seven days before the last day of the course section as listed in the schedule of classes whether the basis of evaluation is to be "pass-no pass" or a letter grade.

2. A student electing to be evaluated on the "pass-no pass" basis will receive both course credit and unit credit upon satisfactory completion of the course. In computing a student's grade-point average, grades of "pass-no pass" are omitted.

3. A pass grade is granted for performance that is equivalent to the letter grade of "C" or better. A student electing to be evaluated on the "pass-no pass" basis who fails to perform satisfactorily will be assigned a "no pass" grade.

4. The student electing to be evaluated on the "pass-no pass" basis is held responsible for all assignments and examinations required in the course. The standards of evaluation are identical for all students in the course.

5. Students may use a “P” grade, when that grading option is available for students enrolled in the course, to satisfy major requirements for any associate degree that includes the District’s local general education pattern. Students may not use a “P” grade in major courses needed to earn associate degrees that do not include the District’s local general education pattern, unless a student (1) submits a petition to the Counseling Department requesting an exception to the prohibition and (2) dialogues with a counselor regarding the potential impact of electing P/NP grades for major coursework on the student’s educational goals. As an exception to this limitation, students may use a “P” grade in major courses needed to earn associate degrees using any general education pattern if that “P” grade is assigned as Credit for Prior Learning (“CPL”), including Advanced Placement (“AP”) credit, approved pursuant to the District’s CPL and AP related policies and procedures

6. The District shall denote classes in which students may elect pass-no pass grading in the college catalogue.

Approved XX/XX/XX

(Final For Senate)

POLICY REVIEW COMMITTEE

OF THE

ACADEMIC SENATE

COMMITTEE PROCEDURES

A. MISSION STATEMENT

The Policy Review Committee (PRC) is a subcommittee of the Academic Senate. The PRC's primary purpose is to work inclusively and collegially with faculty, the administration, classified professionals, and students to make recommendations on issues of policy and procedure to the Academic Senate.

II. DUTIES AND FUNCTIONS

A. The PRC's duties and functions are:

1. Reviewing Board Policies (BP) and Administrative Procedures (AP).
2. Drafting and proposing new and revised language to existing BPs and APs.
3. Drafting and proposing entirely new BPs and APs.
4. Reviewing, drafting, and proposing Academic Senate internal procedures at the request of the Academic Senate.
5. Advising the Academic Senate on policy history, development, and conclusions.
6. Making recommendations regarding BPs and APs to the Academic Senate.
7. Assisting the District to maintain current and accurate BPs and APs that are compatible with standards set by the Academic Senate for California Community Colleges and applicable law.

B. All PRC recommendations must be adopted by the Academic Senate before they represent the will of District faculty.

C. The PRC's duties and functions exclude primary responsibility for drafting, maintaining, updating, organizing, or tracking the District's BPs and APs. District administrative personnel have such responsibility in conjunction with the legal duty to engage in collegial consultation on academic and professional matters with the Academic Senate. Similarly, the PRC's duties and functions exclude enforcement of BPs and APs.

III. MEMBERSHIP

A. GENERAL REQUIREMENTS

1. All PRC members must be current tenured, tenure-track, or adjunct faculty.

2. PRC membership is not limited to members of the Academic Senate.

3. At no time shall the PRC have fewer than three members but there shall be no upper limit on the number of PRC members.

4. The Academic Senate President shall appoint a faculty member to serve as Chair of the PRC for a two-year term.

5. The appointment of the PRC Chair shall be confirmed by the Academic Senate in the manner provided by the Academic Senate's Constitution, By-Laws, Standing Orders, and/or customary internal processes, as applicable.

6. While the PRC should endeavor to include at least one adjunct faculty member, PRC membership need not include members affiliated with each District department, school/division, classification, or category of faculty.

B. MEMBERSHIP APPOINTMENTS/TENURE

1. PRC members may be appointed by the PRC Chair or the Academic Senate President.

2. All membership appointments must be confirmed by the Academic Senate in the manner provided by the by the Academic Senate's Constitution, By-Laws, Standing Orders, and/or customary internal processes, as applicable.

3. Appointments and subsequent confirmation may occur during any semester when required to fill an untimely vacancy that reduces the PRC's composition below the minimum number of members.

4. PRC members are expected to serve a minimum of one full academic year but may resign at any time.

5. PRC members may be removed from the PRC for non-performance by a majority vote of the other PRC members with the approval of the Academic Senate President. The Academic Senate President will resolve any tie vote on the question of removing a PRC member. Non-performance occurs when a member has failed to attend three or more successive meetings and has failed to participate in collaborative work with other members.

C. RESPONSIBILITIES OF THE PRC CHAIR

The PRC chair's duties are those established by the Academic Senate's By-Laws.

D. MEMBERSHIP RESPONSIBILITIES

1. Attend all regularly scheduled meetings of the PRC.

2. Undertake due diligence in reviewing policies and procedures and all PRC assignments.

3. Make advisory votes on policy and procedure proposals.

4. Conduct policy research as required.

E. ADJUNCT MEMBERS

Adjunct members of the PRC must maintain a teaching assignment for the semester in which they serve.

IV. MEETINGS

A. DATES

The PRC will determine its meeting dates and times but it must meet at least bimonthly during the fall and spring semesters. Meeting dates and times may be changed based on members' availability and schedules.

B. PROCEDURES

The PRC will operate informally and collegially, but any member may call for a discussion or committee vote on any matter to be conducted according to Robert's Rules of Order.

C. VOTING

The PRC is a voting committee in an advisory capacity only.

V. SUBMISSION OF PROPOSALS

A. The PRC may consider requests to review matters of policy or procedure received from:

1. The Academic Senate.

2. The President of the Academic Senate.

3. The Faculty Chair of the Curriculum Committee.

4. The PRC Chair.

5. The District President, a Vice President, or their designees.

6. Any PRC member upon approval by a majority of the PRC membership.

B. Any District BP, AP, or rule-establishing document of any kind, including, but not limited to, those mandated by law, falling within the purview of the shared governance duties of the Academic Senate as outlined in the law and District policy must be submitted to the PRC. This rule enables the PRC to organize and track action by the Academic Senate and the District on "academic and professional matters" within the Academic Senate's purview.

C. SUBCOMMITTEES

1. The PRC may establish subcommittees. Subcommittees must report back to the full PRC

membership before submitting any recommendations to the full Academic Senate.

2. The Academic Senate may authorize the use of subcommittees from outside the PRC to develop policy, procedure or other proposed documents. Such subcommittees must report back to the PRC before submitting recommendations on policy and procedure to the Academic Senate.

3. Subcommittees whose membership is comprised from outside the PRC may defer to the PRC for oversight and assistance.

4. The PRC reserves the right to review the work product of all subcommittees charged with the duty of drafting policy, procedure or other proposed documents.

(Redline copy)

POLICY REVIEW COMMITTEE~~-~~

OF THE

ACADEMIC SENATE

COMMITTEE PROCEDURES

I. MISSION STATEMENT

The Policy Review Committee (PRC) is a subcommittee of the Academic Senate. The PRC's primary purpose is to work inclusively and collegially with faculty, the administration, classified professionals, and students to make recommendations on issues of policy and procedure to the Academic Senate. ~~Committee serves largely in an advisory and developmental capacity. To that end, the Committee shall work with members of the faculty, administration as well as all campus groups in order to address campus policy and procedural concerns in an inclusive and collegial manner. The Committee is not intended to maintain full representative membership. The Committee is a creation of the Academic Senate. As such, all resulting work product must receive approval of the representative Academic Senate.~~

II. ~~COMMITTEE~~ DUTIES AND FUNCTIONS

A. The PRC's ~~Committee is charged with the following~~ duties and functions are~~on behalf of the Academic Senate~~:

1. Reviewing Board Policies (BP) and Administrative Procedures (AP).
2. Drafting and proposing new and revised language to existing BPs and APs. ~~BP's and AP's~~
3. Drafting and proposing entirely new BPs and APs. ~~BP's and AP's~~
4. Reviewing, drafting, and proposing Academic Senate internal procedures at the request of the Academic Senate.
5. Advising the Academic Senate on policy history, development, and conclusions.
6. Making recommendations regarding BPs ~~policies~~ and APs to the Academic Senate.
7. Assisting the District to m~~M~~aintain~~ing currency standards regarding~~ current and accurate BPs and APs~~BP's and AP's~~ that are compatible with ~~with other colleges,~~ standards set by the ~~California~~ Academic Senate for California Community Colleges~~Association,~~ and applicable law.~~California Education Code and Title 5 of the California Code of Regulations.~~

B. All PRC recommendations must be adopted by the Academic Senate before they represent the will of District faculty.

C. The PRC's duties and functions exclude primary responsibility for drafting, maintaining, updating, organizing, or tracking the District's BPs and APs. District administrative personnel have such responsibility in conjunction with the legal duty to engage in collegial consultation on academic and professional matters with the Academic Senate. Similarly, the PRC's duties and functions exclude enforcement of BPs and APs.

III. MEMBERSHIP

A. GENERAL REQUIREMENTS

1. All PRC members ~~of the Committee~~ must be current tenured, tenure-track, or adjunct~~-~~ faculty ~~of the College~~.
2. ~~The Committee serves largely in an advisory capacity to the full representative Academic Senate. Therefore,~~ PRC~~Committee~~ membership is not limited to ~~only those faculty~~ members ~~serving on~~ of ~~-~~the Academic Senate.
3. At no time shall the PRC~~Committee~~ have fewer than ~~3~~ three members but ~~. There~~there shall be no upper limit~~s~~ on the number of ~~how many faculty~~ PRC members ~~may serve on the Committee~~.
4. The Academic Senate President shall appoint a faculty member ~~of the faculty~~ to serve as Chair of the PRC~~Committee~~ for a ~~two year~~two-year term.
5. The appointment of the PRC~~Committee~~ Chair shall be confirmed ~~ratified~~ by the Academic Senate in the manner provided by the Academic Senate's Constitution, By-Laws, Standing Orders, and/or customary internal processes, as applicable.~~a majority of a quorum of the Academic Senate and shall take place in the spring semester of even numbered years. The two year term shall commence at the beginning of the following fall semester.~~
6. While the PRC should endeavor to ~~The Committee shall make every effort to~~ include~~maintain~~ at least one ~~A~~adjunct ~~F~~faculty member ~~at all times.~~, PRC membership need not include members affiliated with each District department, school/division, classification, or category of faculty.

B. MEMBERSHIP APPOINTMENTS/TENURE

1. PRC m~~M~~embers may be appointed by the PRC~~Committee~~ Chair or the Academic Senate President. ~~of the Academic Senate~~
2. All membership appointments must be confirmed by ~~a majority of a quorum of~~ the Academic Senate in the manner provided by the by the Academic Senate's Constitution, By-Laws, Standing Orders, and/or customary internal processes, as applicable.~~and shall take place in the spring semester of even numbered calendar years. The member's term shall commence at the beginning of the following fall semester.~~
3. Appointments and subsequent confirmation ~~can~~ may occur during any semester when required to fill an untimely vacancy that reduces the PRC's ~~Committee~~ composition below the minimum number of ~~three~~ members.
4. PRC m~~M~~embers are expected to serve a minimum of one full academic year but may resign~~-tender their resignation from Committee service~~ at any time.
5. PRC m~~M~~embers may be removed from the PRC~~Committee~~ for non-performance by a majority vote of the other~~other active~~ PRC~~Committee~~ members with the approval of the Academic Senate President ~~of the Academic Senate~~. The Academic Senate President will resolve a~~A~~ny tie vote on the question of ~~for~~ removing~~al~~ a PRC member ~~that is a perfect tie will be decided by the President of the Academic Senate~~. Non-performance ~~is said to~~ occurs when a~~-~~ member has failed to attend three~~3~~ or more successive meetings and has ~~simultaneously~~ failed to participate in collaborative work with other ~~Committee~~ members. ~~in reviewing working proposals.~~

C. RESPONSIBILITIES OF THE PRC ~~COMMITTEE~~ CHAIR

The PRC chair's duties are those established by the Academic Senate's By-Laws.

1. ~~Serve a two year term~~
2. ~~Serve as a member of the Academic Senate's Executive Committee~~
3. ~~Submit an annual committee status report to the Academic Senate~~
4. ~~Recruit and manage Committee membership~~
5. ~~Schedule Committee meetings and agendas~~
6. ~~Report policy and procedure proposals to the Academic Senate~~
7. ~~Document policy and procedural history when appropriate or necessary~~
8. ~~Ensure Academic Senate web site accurately reflects policy and procedure queue~~
9. ~~Membership and attendance of the College Policy Council (CPC)~~
10. ~~Advocate BP's and AP's passed by the Academic Senate to the CPC~~
11. ~~Attend ASG meetings in an advocacy role of Academic Senate BP's and AP's~~

D. MEMBERSHIP RESPONSIBILITIES

1. Attend all regularly scheduled meetings of the PRC. ~~Committee~~
2. Undertake due diligence in reviewing policies and procedures and all PRC~~Committee~~ assignments.
3. Make advisory votes on policy and procedure proposals.
4. Conduct policy research as required.

E. ADJUNCT ~~COMMITTEE~~ MEMBERS

Adjunct members of the PRC~~Committee~~ must maintain a teaching assignment for the semester in which they serve ~~on the Committee, and are thus potentially subject to a one semester term of service on the Committee~~.

IV. MEETINGS

A. DATES

The PRC~~Committee~~ will determine its meeting dates and times but it must meet at least bimonthly during the fall and spring semesters ~~in the second and fourth weeks of each month~~. Meeting dates and times may be ~~are subject to~~ changed based on members' availability and schedules.

B. PROCEDURES

The PRC will operate informally and collegially, but any member may call for a discussion or committee vote on any matter to be conducted according to ~~Committee will utilize~~ Robert's Rules of Order.

C. VOTING

The PRC~~Committee~~ is a voting ~~C~~committee in an advisory capacity only.

V. SUBMISSION OF PROPOSALS

A. The PRC may consider requests to review matters of policy or procedure received from~~The authority of the Committee to address any policy or procedure, proposed or existing, is derived from any of the following~~:

1. ~~Submission to the Committee by t~~The Academic Senate.
2. ~~Submission to the Committee by t~~The President of the Academic Senate.
3. ~~Submission to the Committee by t~~The Faculty Chair of the Curriculum Committee.

3.4 The PRC Chair.

4.5 ~~Submission to the Committee by College~~ The District President, a Vice President, or their designees.~~Administration.~~

5. ~~Proposal by~~ Any PRC~~Committee~~ member upon- ~~and~~ approval~~ed~~ by a majority of the PRC membership ~~the working Committee~~.
6. ~~**B.**~~ ~~Any submission received by the Committee not received from the Academic Senate must be reported back to the Academic Senate at the next regularly scheduled meeting.~~

B~~C~~. Any District~~College~~ BP~~policy~~, AP,~~procedure~~ or rule-establishing ~~proposed~~ document of any kind, including, but not limited to, those mandated by ~~State or local~~ law~~ agencies~~, ~~that falls~~ falling within the purview of the shared governance duties of the Academic Senate as outlined in the law and District policy ~~Title 5 of the California Code of Regulations, Section 53200 et seq as formalized by COC BP 7215~~ must be submitted to the PRC. ~~is Committee. Doing so~~ This rule enables~~s~~ the PRC~~Committee~~ to ~~create, maintain,~~ organize and track action by the Academic Senate and the District on "academic and professional matters" within the Academic Senate's purview~~overall College policy and procedural action for transparent historical verification~~ .~~as the Academic Senate's formal policy committee of record.~~

C~~D~~. SUBCOMMITTEES

1. The PRC~~Committee~~ may establish subcommittees~~ from its membership~~. Subcommittees ~~of this Committee~~ must report back to the full PRC~~Committee~~ membership before submitting any recommendations ~~formal draft~~ to the full Academic Senate.
2. The Academic Senate may authorize the use of subcommittees from outside the PRC~~is Committee~~ to develop policy, procedure or other proposed documents~~ of any kind~~. Such s~~S~~ubcommittees ~~of this Committee~~ must report back to the PRC~~Policy Review Committee~~ before submitting ~~any~~ recommendations on policy and procedure ~~formal draft~~ to the ~~full~~ Academic Senate.[1]
3. Subcommittees whose membership is comprised from outside the PRC~~is Committee~~ may defer to the~~is~~ PRC~~ommittee~~ for oversight and assistance.
4. The PRC~~Committee~~ reserves the right to review the work product of all subcommittees charged with the duty of drafting policy, procedure or other proposed documents.

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 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.

    I. 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	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. 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. 3. Seeks to understand and incorporate DEIA and antiracism perspectives into problem solving, policies, and processes to create inclusive campus and classroom environments.	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. 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). 3. Faculty creates learning opportunities for the lived experiences of culturally and socially diverse backgrounds and narratives.	Examples may include: 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.	-Meets the Standards -Working toward the standard
Professional Self-Reflection	Participates in self-reflection on personal growth regarding DEIA and antiracism, actively seeking opportunities to address biases and behaviors that might affect student success.	1. 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.	Examples may include: Participates in FLEX sessions, webinars, various professional development opportunities, continuing	Included in the self-evaluation of evaluatee

		2. Standard met by completing the required self-evaluation document.	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. 3. Participates in training to incorporate culturally affirming pedagogy.	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.	Examples may include: Redesigns lesson plans to include emphasis on IDEAA related content. Reviews instructional resources and materials to ensure inclusion of IDEAA related content.	-Meets the Standard -Working Toward the Standard

			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.	

(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.)

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.		

COLLEGE OF THE CANYONS ACADEMIC SENATE

VOTE OF NO CONFIDENCE IN THE OFFICERS OF THE BOARD OF TRUSTEES OF THE SANTA CLARITA COMMUNITY COLLEGE DISTRICT

Whereas, in July of 2024, the Board of Trustees of the Santa Clarita Community College District, for the first time in 36 years, hired a new, interim Superintendent/President and directed him to increase transparency and inclusiveness in District decision-making, and

Whereas, David C. Andrus, immediately upon assuming the role of Interim Superintendent/President, stated his leadership would prioritize developing and implementing an improved decision-making structure, rooted in shared governance, and focused on transparency and inclusion of all college stakeholders, and

Whereas, enthusiasm for President Andrus's respectful and open leadership style and emphasis on repairing the college's decision-making processes fostered an environment of collaboration across stakeholder groups and profoundly improved the campus climate, and

Whereas, in December of 2024, the new Board of Trustees was seated with three new members, each having little if any experience working in a higher education setting, let alone a California community college, and

Whereas, the three new board members, despite their lack of experience, voted themselves into the board Officer positions, assuming responsibility for crafting board agendas and determining district priorities, and

Whereas, despite immersive training, presentations by executive leadership, and reporting from campus leaders, the Board officers remain routinely ill-informed about, and dismissive of, the legally mandated role of shared governance in community college decision-making as outlined in, among other sources, California Education Code section 70902(b)(7), Title 5 section 53200, *et seq*., and Board Policies 7215, 7270, and 7272, and

Whereas, in late Spring 2025, the Board of Trustees employed the Association of Community College Trustees (ACCT) to administer their annual evaluation, the results of which were the "worst board evaluation" the ACCT had "ever seen," and

Whereas, in July 2025, the Academic Senate President implored the Board to take the ACCT's findings seriously, engage in on-going training, work collaboratively with campus stakeholders, and respect the role of shared governance, all in service to the District's mission, and

Whereas, the Board has dismissed the stakeholder portion of their evaluation administered by ACCT (2.6 on a 5-point scale, 5 being highest), instead focusing solely on their self-evaluation (3.8 on the same scale) and never acknowledging or attempting to understand the vast difference between the scores, and

Whereas, despite this history, the Board of Trustees moved to remove the Interim Superintendent/President, even after he received votes of confidence from all stakeholder groups and despite the ongoing search for a permanent Superintendent/President to assume District leadership before the start of the next academic year, causing deep and unnecessary disruption to college operations and further undermining the campus community's trust in the Board to make decisions in the best interest of the District and in furtherance of our mission, therefore

Resolved, that the Academic Senate of College of the Canyons declares no confidence in the Officers of this Board (President Johnson, Vice President Arnold, and Clerk Trevino) to respect the role of shared governance, to make decisions in the best interest of district stakeholders, and to prioritize our mission of creating a "supportive environment where all students can successfully achieve their educational goals."

Adopted, by the Academic Senate TBD