



# College of the Canyons Academic Senate

March 26, 2026

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/82944492894?pwd=VEsTAWCAYGxMuhQNI5saxRfNnaKZPd.1>

Meeting ID: 829 4449 2894; Passcode: 305922

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## 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:
  - Garrett Rieck, ASCCC Non-Credit Committee
  - Updates to existing Tenure Committees (pg. 11)
5. Sub-Committee Summaries:
  - Senate Executive Committee meeting summary, March 19, 2026 (pg. 8-10)
6. Approval of the Consent Calendar

|  |  |
|--|--|
| I. Academic Senate Meeting Summary, March 12, 2026 (pg. 3-7) | II. <a href="#">Curriculum Committee Summary, March 19, 2026</a> |
|--|--|

### B. Reports

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

1. Legislative Update Report, Jesse Vera (pg. 12-17)
2. [OER Liaison Report](#), Jennifer Paris
3. Academic Senate Presidents Report, Lisa Hooper
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. Request for additional Discipline of Health Sciences for Jaya George (pg. 18)

### D. Discussion

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

1. Student Conduct Presentation, Dr. John LeJay II (*Senior Investigator, Title IX & Student Conduct*)

2. Proposed revisions to the Faculty Evaluation Instrument, Lisa Hooper
  - I. [Full-Time Faculty Professional and Instructional Evaluation](#) (pg. 19-22)
    - a. Current Classroom Visitation Report (pg. 23-26)
    - b. Online and Hybrid Visitation Report (pg. 27-30)
  - II. [New Guide for Self-Evaluation Tenured and Tenured Track Faculty](#) (pg. 31-32)
    - a. Current Guide to Self-Evaluation Tenure and Tenure-Track Faculty (pg. 33)
2. Resolution in Support for AB 2236, Jesse Vera & Wendy Brill-Wynkoop (pg. 34-35)

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

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

1. IRC Discussion - Automated Book Adoptions
2. Web Design/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. Adjunct Advisory Council
3. Academic Accommodations Faculty Liaison

#### **G. Announcements & Important Dates**

- [Next Academic Senate Meeting Dates Spring 2026](#): April 16<sup>th</sup>, April 30<sup>th</sup>, May 14<sup>th</sup> & May 28<sup>th</sup>
- **Nominations** will open on Monday, March 16, 2026, for Academic Senate School/Division and Adjunct Senator seats, as well as Curriculum Committee School/Division, Adjunct, and At-Large representative positions for the 2026–2028 term.
- **Faculty office Lottery**, office allocation timeline, Mon. April 13<sup>th</sup> to April 23<sup>rd</sup>
- **Faculty Award Nominations**, the nomination period end Thursday, April 16, 2026, at 5:00pm.
- [2026 ASCCC Spring Plenary](#), April 9<sup>th</sup> – 11<sup>th</sup>, Hyatt Regency, Santa Rosa, CA.
- [2026 ASCCC Non-Credit Institute](#), April 30<sup>th</sup> – May 1<sup>st</sup>, San Jose Marriot
- **Faculty Collegial Celebration**, Thurs., June 4, 2026, at 3:00pm
- [2026 Faculty Leadership Institute](#), June 11<sup>th</sup> – 13<sup>th</sup>, Hyatt Regency, Long Beach, CA.
- [2026 Curriculum Institute](#), July 15<sup>th</sup> – 18<sup>th</sup>, Sacramento Convention Center

#### **H. Adjournment**

The teleconference is accessible through the following link:

<https://canyonsonline.zoom.us/j/82944492894?pwd=VEsTAWCAYGxMuhQNI5saxRfNnaKZPd.1>

**Please note:**

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

*None*

## Academic Senate Meeting Summary for March 12, 2026

|                               |  |   |  |   |   |
|-------------------------------|--|---|--|---|---|
| Senate President              | Lisa Hooper                                  | X | Business Senator                         | Gary Quire                                    | X |
| Vice President                | <i>Erica Seubert proxy for Garrett Rieck</i> | 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                            | Jessica Crowley                               | X |
| 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                         | <i>Gary Collis proxy for Rebecca Shepherd</i> | 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      | <i>Jessica Crowley proxy for Jesse Vera</i>  | X | Adjunct Senator                          | Todd Fatta                                    | A |
| Humanities Senator            | Mike Harutunian                              | X | Adjunct Senator                          | Lauren Rome                                   | X |
| Kinesiology/Athletics Senator | Kathrina Almero-Fabros                       | X | Adjunct Senator                          | Linda Beauregard-Vasquez                      | X |
| SBS Senator                   | Jennifer Paris                               | X | X= Present                               | A= Absent                                     |   |

### Non-voting Members

|  |   |                                    |   |
|--|---|------------------------------------|---|
| Dr. David Vakil (Interim, CIO)               | X | Jennifer Brezina VP of Instruction | X |
| Marilyn Jimenez                              | X | Jason Burgdorfer (COCFA President) | X |
| Dan Portillo (AFT President) <i>Via Zoom</i> | X | ASG Student Representative         | A |

### Guest

|                      |   |                    |   |                         |   |                      |   |
|----------------------|---|--------------------|---|-------------------------|---|----------------------|---|
| Ann Marchesan        | X | Dr. Deanna Riveira | X | Julie Johnson           | X | Nadia Cotti          | X |
| Chad Peters          | X | Dilek Sanver-Wang  | X | Maral Markarian         | X | Pamela Williams-Paez | X |
| Christ Boltz         | X | Dr. Edel Alonso    | X | Michael Felix           | X | Robert Wonser        | X |
| Clinton Slaughter    | X | Eric Smith         | X | Michael Sherry          | X | Ruth Rassool         | X |
| Connie Palazzolo     | X | Erika Torgeson     | X | Michelle LaBrie         | X | Siane Holland        | X |
| Dan Portillo         | X | Erin Barnthouse    | X | Miranda Zamudio         | X | Victoria Leonard     | X |
| Dr. Daylene Mesuchke | X | Garrett Hooper     | X | Monica Shukla-Belmontes | X |                      | X |

### A. Routine Matters

1. Call to order: 3:01 pm.
2. Public Comment:
  - I. **Handicap Parking:** There was concern that the handicap spaces may have been removed and the road that leads to the UCEN was blocked off. There is no senior parking available.
  - II. **Campus safety:** Many faculty have had trouble accessing classrooms when the main building doors are

not opened in a timely manner in the morning.

- III. **Bridge between Library & Canyons Hall:** It is not clear when the bridge walk space will open again. David Vakil will look into this and report back.
- IV. **Health Professions SIM Lab Ribbon Cutting:** This will take place on April 1<sup>st</sup> from 11:00am to 2:00pm. Assembly woman Pilar Chiavo will be in attendance, and there will be a tour of the facility.
- V. **UCEN Adjunct Offices Update:** There is a scheduled walkthrough next Wednesday.
- VI. **Campus Lockdown Drill:** There is concern with emails being auto saved in the “other folder”. There was a request to have these emails go into a focused inbox. There was a request to discuss debrief on the drill.
- VII. **CCAOE:** Gary attended a conference in Sacramento and met with members of the legislature. There are 75 legislators who are supportive of the reinstatement of \$60M SWF funds. Initially the understanding was that there was going to be a new bill but instead the request is to have the funds re-instated.

3. Approval of the Agenda:

- I. **Motion** to approve the agenda by Linda Beauregard-Vasquez, seconded by Lak Dhillon. Erica Seubert proxy for Garrett Rieck (yes, vote); Gary Collis proxy for Rebecca Shepherd (yes, vote); Jessica Crowley proxy Jesse Vera (yes, vote). Unanimous. Approved.

4. Committee Appointments:

- Revisions to existing Tenure Committees (pg. 10)
- Urvashi Juneja, Faculty Co-Chair, Technology committee

5. Sub-Committee Summaries:

- Program Viability Committee meeting summary, February 26, 2026 – (pg. 7-9)

6. Approval of the Consent Calendar

- I. Regina Blasberg requested a few edits to the Academic Senate meeting summary for February 26<sup>th</sup>. Regarding the CE report a correction will be made to “CCAOE” and not “CCA”
- II. **Motion** to approve the consent calendar by Jessica Crowley, seconded by Gary Quire. Erica Seubert proxy for Garrett Rieck (yes, vote); Gary Collis proxy for Rebecca Shepherd (yes, vote); Jessica Crowley proxy Jesse Vera (yes, vote). Unanimous. Approved.

|   |  |
|---|--|
| a. Academic Senate Meeting Summary, February 26, 2026 (pg. 3-6) | b. <a href="#">Curriculum Committee Summary, March 5, 2026</a> |
|---|--|

**B. Reports**

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

- 1. Scholarly Presentation Committee Annual Chair Report, Pamela Williams-Paez
  - I. There were many applications submitted last Fall. The Fall presentation was a huge success. The committee received assistance from the PIO and IT departments with marketing and audio visual. Dr. Deanna Riviera provided \$2,000 in funds for Dr. Eddie Becton’s presentation. There were 109 people who signed up for the event and participated via livestream. Pamela has served in this group for 25 years and will be retiring on June 11<sup>th</sup>. There is no successor identified for Pamela, and she is available to train the new chair during the remainder of the Spring term.
- 2. Academic Senate Presidents Report, Lisa Hooper
  - I. Garrett Rieck is out of the office and at a conference representing Noncredit at the state level.
  - II. **Correction to the PV Committee summary for Feb. 26<sup>th</sup>.** Ruth Rassool is listed as the “AFT designee” however a correction will be made to change to read “adjunct designee.”
  - III. **PDF Document Request:** If anyone needs to submit a document to the Senate please submit as a PDF and not via OneDrive as sometimes documents have been edited subsequently and we are not attaching the most current version to our agenda.
  - IV. **UCEN Offices Tour:** This will take place next week with Lisa, Erin Tague and Dr. David Vakil to identify adjunct faculty offices space.
  - V. **CEO Hiring Committee:** The interviews and deliberations have just concluded this morning, and finalists have been recommended.

- VI. **Shelter in Place Drill:** There will be a survey launched to provide feedback.
  - VII. **Safety committees:** It is very important to practice these drills. There was a request to have multiple notifications. There will also be an evening drill.
  - VIII. **Enrollment Management Committee:** Dr. Vakil and Lisa met to discuss the Enrollment Management Principles and to review time blocks. The plan is to constitute a Time Block Taskforce in April.
  - IX. **Instructional Advisory Committee (IAC):** Lisa and David Vakil discussed the time and function of IAC and welcome input from interested parties.
  - X. **Program Viability Policy:** The policy and procedures need some updating and refinement.
  - XI. **Campus Safety Advisory Committee:** This committee reviews all APs and BPs policies and procedures pertaining to safety on campus. The committee has not met.
  - XII. **Canyon Country Rebranding PRT:** There was a request to invite Dr. Wickline to give an update on the work being done on the rebranding of the CCC with the help of the partnership resource team.
  - XIII. **ASCCC Area C meeting:** This is scheduled for tomorrow. Senate presidents will meet to vet resolutions that have been proposed throughout the state and suggest amendments. There are 2 new and one modified disciplines in Mental Health, Unmanned Aircraft Drone Technology. The Math discipline modification seeks to remove “physics” and “math education” as meeting the minimum qualifications.
  - XIV. **ASCCC SP26 Plenary:** Lisa will attend only Saturday virtually. Shane Ramey will attend the ASCCC Artificial Intelligence conference.
  - XV. **Dept. Chair Training:** Dan Portillo was unable to attend the last session. The presentation was modified and Dan confirmed he will attend on the 20<sup>th</sup> to co-present with Miranda Zamudio on adjunct evaluation and hiring.
  - XVI. **Student Conduct:** John LeJay will attend on March 26<sup>th</sup> to discuss how his department with manage student conduct and grade disputes with the never revisions to policies and procedures in these areas.
  - XVII. **ASCCC Non-Credit Curriculum Committee:** Garrett Rieck will be serving on this committee. Garrett and his team have moved COC from one of the smallest noncredit programs in the state to the top 10! And this has been accomplished in a span of less than 10 years.
  - XVIII. **Curriculum Committee report to the BOT:** Tricia George will be presenting to the board tomorrow, Friday March 13<sup>th</sup>.
  - XIX. **CETL Evaluation Documents:** Special thanks to Julie, Robert and the entire CETL committee for all their work on the evaluation documents.
  - XX. **PRT Teams on Campus:** There are two different Partnership Resource Teams (PRT) on campus. The mini-PRT is to help with the rebranding of the CCC. The larger PRT is the Canyons Compass initiative and includes revising our Educational Facilities Master Plan.
3. Communications officer Report, Erica Seubert
- I. **Faculty Awards:** There was a reminder regarding the timeline for Faculty Award nominations. Nomination packages are large and take time to complete. It is suggested that faculty do not wait until the deadline. Complete packets may be forwarded to the state for nomination.
  - II. **Senate Elections Committee:** On Monday, March 26<sup>th</sup> the Senate Elections committee will do a call out for nominations for open seats in the Academic Senate & Curriculum. This is the first time Sara Breshears is running elections and Dustin Silva will be shadowing her. There was a question regarding the merger of certain schools. Dustin and Sara will need to clarify.

### C. Action Items

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

- 1. Request for additional Discipline Assignment, Erica Seubert (Non-Credit Education) (pg. 11)
  - I. Erica Seubert is currently teaching a CETL course and the discipline assigned to the CETL course is “short term vocational”. The one type of vocation that does not count for these types of courses is teaching. In order to satisfy this requirement, professional experience outside of teaching, but closely related, must be considered. If you have questions, please contact Garrett Rieck.
  - II. **Motion** to approve the request for additional discipline assignment for Erica Seubert in Non-Credit Education by Lauren Rome, seconded on Tom Gisel. Erica Seubert proxy for Garrett Rieck (yes, vote);

Gary Collis proxy for Rebecca Shepherd (yes, vote); Jessica Crowley proxy Jesse Vera (yes, vote).  
Unanimous. Approved.

2. Syllabi Best Practices, CETL Sub-Committee, Robert Wonser & Victoria Leonard (pg. 12-20)
  - I. There were some minor edits made to the document. If there are other areas where this document should “live”, please let Victoria Leonard know. It will be available on the CETL and Academic Senate websites.
  - II. **Motion** to approve the Syllabi Best Practices document by Gary Quire, seconded by Linda Beauregard-Vasquez. Erica Seubert proxy for Garrett Rieck (yes, vote); Gary Collis proxy for Rebecca Shepherd (yes, vote); Jessica Crowley proxy Jesse Vera (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. [AFT Contract Changes Impacting Full-Time faculty](#), Miranda Zamudio
  - I. There has been concern regarding how evaluations are implemented, therefore training will be offered.
  - II. **Article 6**, changes were made regarding how it relates to department chairs assigning an adjunct outside of the pool ranking system if they have a specialty course. Adjuncts would need to have a certain type of specialty, certification etc. To go outside of the ranked list, there must be a justification. The justification then goes to the dean to ensure this was implemented appropriately.
  - III. **Article 8** outlines the specific forms created for instructional and non-instructional adjuncts, librarians, and coaches. The Evaluation form states the need to notify the adjuncts by the third week of the regular term that they will be evaluated. For Hybrid courses both areas need to be evaluated, in person and online shell, per Miranda Zamudio. Dan Portillo, AFT President, agreed. This has not been the interpretation of the contract language in the past. Both Zamudio and Portillo agree this section of the contract did not change.
2. Proposed revisions to the Faculty Evaluation Instrument, Lisa Hooper (TABLED)
  - I. Summary of the discussion (pg. 21-27)
  - II. [Full-Time Faculty Professional and Instructional Evaluation](#) (pg. 28-31)
    - a. Current Classroom Visitation Report (pg. 32-35)
    - b. Online and Hybrid Visitation Report (pg. 36-39)
  - III. [New Guide for Self-Evaluation Tenured and Tenured Track Faculty](#) (pg. 40-41)
    - a. Current Guide to Self-Evaluation Tenure and Tenure-Track Faculty (pg. 42)

#### E. Unfinished Business

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

1. IRC Discussion - Automated Book Adoptions
2. Web Design/Senate Sub-Committee pages update
3. BP/AP 4300 Field Trips

#### 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. Academic Accommodation Liaison to the Senate

#### G. Announcements

- [Next Academic Senate Meeting Dates Spring 2026](#): March 26<sup>th</sup>, April 16<sup>th</sup>, April 30<sup>th</sup>, May 14<sup>th</sup> & May 28<sup>th</sup>
- [2026 ASCCC Spring Plenary](#), April 9<sup>th</sup> – 11<sup>th</sup>, Hyatt Regency, Santa Rosa, CA.
- [2026 Faculty Leadership Institute](#), June 11<sup>th</sup> – 13<sup>th</sup>, Hyatt Regency, Long Beach, CA.
- [2026 Curriculum Institute](#), July 15<sup>th</sup> – 18<sup>th</sup>, Sacramento Convention Center
- [2026 ASCCC Non-Credit Institute](#), April 30<sup>th</sup> – May 1<sup>st</sup>, San Jose Marriot
- [Association of Community and Continuing Education \(ACCE\) Conference](#), March 11<sup>th</sup> – March 13<sup>th</sup>, The Dana in Mission Bay in San Diego, CA.

#### H. Adjournment: 5:00 pm.

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The teleconference is accessible through the following link:  
<https://canyononline.zoom.us/j/82944492894?pwd=VEsTAWCAYGxMuhQNI5saxRfNnaKZPd.1>

**Please note:**

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

*None*



COLLEGE OF THE CANYONS  
ACADEMIC SENATE  
EXECUTIVE COMMITTEE MEETING

**March 19, 2026**  
11:00 a.m. to 12:00 p.m., Via Zoom

## SUMMARY

### Non-Voting Members:

| Faculty Name  | Title   |   | Faculty Name     | Title                  |   |
|---------------|---|---|------------------|------------------------|---|
| Lisa Hooper   | <i>Academic Senate President</i>              | X | Jason Burgdorfer | <i>COCFA President</i> | A |
| Garrett Rieck | <i>Academic Senate Vice President</i>         | X | Dan Portillo     | <i>AFT President</i>   | X |
| Erica Seubert | <i>Academic Senate Communications Officer</i> | X |                  |                        |   |

### Voting Members:

| Faculty Name    | Title                                      |   | Faculty Name             | Title   |   |
|-----------------|--|---|--------------------------|---|---|
| Alisha Kaminsky | <i>MQE</i>                                 | X | Jesse Vera               | <i>Legislative Liaison</i>                                  | X |
| Chase Dimock    | <i>Honors Steering Committee</i>           | X | Julie Jonhson            | <i>CETL</i>   | X |
| Sara Breshears  | <i>Elections Committee</i>                 | X | Linda Beauregard Vasquez | <i>Lead Adjunct Senator</i>                                 | A |
| Erik Altenbernd | <i>Academic Staffing Committee Faculty</i> | A | Lisa Hooper              | <i>President's Advisory Committee on the Budget Faculty</i> | X |
| Kelly Cude      | <i>Program Review Committee</i>            | X | Pamela William-Paez      | <i>Scholarly Presentation (Tentative)</i>                   | A |
| Garrett Reick   | <i>Noncredit Liaison</i>                   | X | Teresa Ciardi            | <i>Faculty Professional Development Committee</i>           | X |
| Lisa Hooper     | <i>Program Viability</i>                   | X | Tricia George            | <i>Curriculum Committee</i>                                 | A |
| Gary Collis     | <i>Policy Review Committee</i>             | X | VACANT                   | <i>College Planning Team Committee Faculty</i>              |   |
| Regina Blasberg | <i>Career Education Liaison</i>            | X |                          |   |   |

### Additional Voting Members:

| Faculty Name   | Title                               |   | Faculty Name  | Title                              |   |
|----------------|-------------------------------------|---|---------------|------------------------------------|---|
| Shane Ramey    | <i>Academic Integrity Committee</i> | A | Alene Terzian | <i>Equity Minded Practitioners</i> | X |
| Karyl Kicenski | <i>Academic Freedom Committee</i>   | A |               |                                    |   |

### Non-Voting Members and Guest

| Faculty Name    | Title   |   | Faculty Name | Title |  |
|-----------------|---|---|--------------|-------|--|
| Marilyn Jimenez | <i>Academic Senate Administrative Assistant</i> | X |              |       |  |

### A. Routine Matters

1. Call to order: 11:02 am.
2. Public Comment:
  - **Resolution on Common Course Numbering (CCN) templates:** Wendy Brill has encouraged the Academic Senate to adopt a resolution on Common Course Numbering (CCN) templates. Wendy mentioned at the ASCCC legislative liaison meeting. Jesse Vera will share at Senate. AB 2236 (Burman) requires that the Intersegmental Committees of the Academic Senate develop a streamlined articulation agreement using

Common course Numbering templates.

- **Regional CTE Meetings:** There are some regional CTE meetings coming up with the agendas that are difficult to understand. Regina met Harriet and sent an email to Eric Reese, the CTE Statewide liaison, to get more information. Regina will try to attend but the location and times are difficult.
3. Approval of the Agenda

## B. Consent Calendar

1. Adoption of February 19, 2026, Senate Executive Committee Summary (pg. 3-5)
- **Motion** to approve by Lisa Hooper, seconded by Jesse Vera. Unanimous. Approved

## C. Reports

### 1. Presidents Report, Lisa Hooper

- **Common Course Number (CCN) Phase 3:** The state put a pause on the work of Phase 3 of the CCN. Our intersegmental partners (CSU and UC) are unevenly participating in the process and until that is resolved, it doesn't make sense to continue this work.
- **ASCCC Resolutions:** Resolutions to date are largely focusing on baccalaureate degrees. There is a nationwide nursing shortage. The governor tried to fund nursing baccalaureate programs by utilizing CE programs funds. However, this proved unsuccessful and CE programs are trying to restore the funds.
- **Progress Renewal Resolution:** This resolution was written by Trulie Thompson at Moorpark College. The *Resolve* states, “Resolve that the Academic Senate work with the California Chancellor’s Office to include Title V language on progress renewal. That the Senate support local academic senates to adopt progress renewal policies while Title V changes are in progress.” The models at Santa Monica and Santa Rosa Junior College are those that they would like other colleges to follow. The suggestion is for Jesse to follow up with his colleagues as there may be amendments to Title 5 soon.
- **Schools vs. Divisions:** There has been a conundrum with schools, when deans oversee two schools. Typically, when two schools are being overseen by one dean it is implied that those schools have been merged. What is the difference between school and division? The school is the larger term, and the division is the smaller subset, at least as modeled at most universities. It was emphasized that a unique perspective of each school/division needs to be maintained when a dean is overseeing more than one. Once we have agreed upon terminology with the office of Instruction, we will work toward making ensuring our documents reflect the proper naming conventions.
- **ASCCC Plenary Session:** Lisa will attend on Saturday virtually as our delegate to vote.
- **Academic Staffing Committee Recommendations:** Dr. Ruys reviewed the list of recommendations from Academic Staffing and approved two positions for hire: a replacement for Nursing, and a new position for Ethnic Studies: Asian American studies.
- **Renaming of the MQE to Equivalencies Committee:** Alisha has been working with Gary Collis on the renaming of the MQE Committee to “Equivalencies” committee.

### 2. Vice President Report, Garrett Rieck

- **Faculty Office Lottery:** The next office lottery will be launched after spring
- Garrett was at the **ACE conference**. He is also now a member of the **ASCCC non-credit committee** and will attend a meeting on April 1<sup>st</sup>.

## D. Action: None

## E. Discussion

### 1. Appointment to the Shared Governance Model, Lisa Hooper & Garrett Rieck

- Dr. Mueschke has shared a slide which outlines how different committees align with different advance teams. However, the internal discussion differs a bit. Lisa cannot continue to sit on the 3 of the 4 new committees due to the extra workload these groups have generated. Lisa will recruit faculty for next year who can sit on the Planning PAT and the Student Success PAT. Lisa asked the committee to let her know if

anyone would be interested. Lisa will stay on Shared Governance where she believes the Senate President should always sit. There is still a need to eliminate some other committees on campus as the participatory governance model will not function well unless our work is more streamlined.

2. Scholarly Presentation Committee Succession Plan, Lisa Hooper & Garrett Rieck
  - As of this summer there is vacancy as Dr. Pamela Williams-Paez will be retiring. This committee has also expanded as they have invited those who haven't presented previously to join and be committee members. There is so obvious successor for Pamela and Lisa asked the Executive Committee to plan for succession in each of their committees by identifying those with the interest and the skills to eventually lead and provide mentorship.
  - **Faculty Professional Development Committee (FPDC):** Teresa Ciardi and Lisa discussed the future of the FPDC. The new governance structure identified the Program Review Committee chair to sit on the Planning Team. The charter for the Planning Team calls for the Program Review Chair to sit there and on the Program Viability Committee. There is a need to move the 20% release time from FPDC Chair to the Faculty Program Review Chair as the workload is increasing. Lisa will be attending the upcoming FPDC committee to see if anyone is interested in chairing FPDC going forward.
3. Update to the CEO Search, Lisa Hooper
  - There are 4 candidates who have been forwarded for consideration. There are back-to-back forums on Monday, and they will be streamed and recorded for review for those who cannot attend. The CEO website includes a link with information as to the schedule. The Board will choose the next president; however, faculty can communicate their preferences and/or concerns to Board members regarding the candidates. The forum questions are prepared in advance, and no questions are allowed from the floor.
4. Nominations for Faculty Awards, Garrett Rieck
  - One nomination has been received.

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

1. Future Meeting Times/Days for spring 2026
2. Future Discussion Topics

#### **G. Unfinished Business: None**

#### **H. Announcements**

- Next Academic Senate Meeting Dates Spring 2026: April 16<sup>th</sup>, April 30<sup>th</sup>, May 14<sup>th</sup> & May 28<sup>th</sup>
- [2026 ASCCC Spring Plenary](#), April 9<sup>th</sup> – 11<sup>th</sup>, Hyatt Regency, Santa Rosa, CA.
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- [2026 ASCCC Non-Credit Institute](#), April 30<sup>th</sup> – May 1<sup>st</sup>, San Jose Marriot

#### **I. Adjournment: 12:00 pm.**

Tenure Committees 2025-2026 (as of 03.18.26)

| Last Name    | First Name | School/Department                | Committee Chair   | Peer Evaluator    | Administrator        | FT Faculty Hire Date | Status   |
|--------------|------------|----------------------------------|---|-------------------|----------------------|----------------------|----------|
| Bell         | Nathan     | Physics                          | David Michaels  | Erik Altenberg    | <b>Paloma Vargas</b> | 12/14/2023           | 2nd year |
| Ali          | Hind       | Chemistry                        | Consuelo Beecher  | Nadia Monosov     | <b>Paloma Vargas</b> | 8/11/2023            | 3rd year |
| Blain        | Michaela   | Astronomy                        | Jason Burgdorfer  | Jennifer Thompson | <b>Paloma Vargas</b> | 8/11/2023            | 3rd year |
| Flanagan     | Stephen    | Biology (Anatomy and Physiology) | Ricardo Rosales   | Theresa Winter    | <b>Paloma Vargas</b> | 8/11/2023            | 3rd year |
| Koh          | Issac      | Chemistry                        | Tara William; Patricia Foley ( <i>temporary chair for fall 2025</i> ) | Chase Dimock      | <b>Paloma Vargas</b> | 8/11/2023            | 3rd year |
| Lichtscheidl | Alejandro  | Chemistry                        | Heidi McMahan   | Anne Marengo      | <b>Paloma Vargas</b> | 8/11/2023            | 3rd year |
| Thomas       | Daniel     | Biology (Anatomy and Physiology) | Dilek Sanver Wang   | Erin Delaney      | <b>Paloma Vargas</b> | 8/11/2023            | 3rd year |
| Akiel        | Rana       | Chemistry                        | Heidi McMahan   | Robert Wonser     | <b>Paloma Vargas</b> | 8/22/2022            | 4th year |

# Legislative Liaison Report – Academic Senate SP26

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Legislative Liaison: Jesse Vera, MESA Counselor

## Role of the Legislative Liaison

The Legislative Liaison serves as the connection between the local Academic Senate and statewide legislative activity affecting California Community Colleges.

Primary responsibilities include:

- Monitoring state legislation affecting community colleges
- Sharing legislative updates with faculty and the Academic Senate
- Identifying policy developments that may affect the college
- Coordinating with the ASCCC Legislative and Advocacy Committee
- Facilitating campus discussion on pending legislation
- Encouraging faculty engagement in advocacy when appropriate

## Overview of the California Legislature

The California Legislature consists of two chambers:

- California State Senate: 40 members
- California State Assembly: 80 members

Legislative structure:

- Legislators may serve up to 12 years in the Legislature.
- Each legislator may introduce up to 35 bills per session.
- Certain measures require a two-thirds supermajority vote (taxes and urgency measures).

Bills must pass both houses of the Legislature before being sent to the Governor, who may sign the bill, veto the bill, or allow it to become law without a signature.

## Policy Committees

### Assembly Higher Ed

- Mike Fong (Chair) - (D) AD 49
- Carl DeMaio (Vice Chair) - (R) AD 75
- Tasha Boerner - (D) AD 77
- Jeff Gonzalez - (R) AD 36
- Dr. Corey A. Jackson - (D) AD 60
- Al Muratsuchi - (D) AD 66
- Dr. Darshana R. Patel - (D) AD 76

- Celeste Rodriguez - (D) AD 43
- Dr. LaShae Sharp-Collins - (D) AD 79
- David Tangipa - (R) AD 08

### Senate Education

- Sasha Renée Pérez (Chair) - (D) SD 25
- Rosilicie Ochoa Bogh (Vice Chair) - (R) SD 19
- Christopher Cabaldon - (D) SD 03
- Steven "Steve" Choi - (R) SD 37
- Dave Cortese - (D) SD 15
- Lena Gonzalez - (D) SD 33
- Eloise Gómez Reyes - (D) SD 29

## Governance Structure of California Community Colleges

California Community Colleges operate within a multi-level governance structure that includes:

- Federal laws and regulations
- California Education Code
- Title 5 regulations
- Board of Governors for California Community Colleges
- California Community Colleges Chancellor's Office
- Consultation Council: System Practitioners (faculty, administrators, staff, students)
- Local district governing boards and campus governance structures

## 2025 Legislative Session Overview

California completed the first year of the current two-year legislative cycle in 2025.

Legislative activity summary:

- 2,350 bills introduced
- 164 bills related to California Community Colleges
- 790 bills signed into law
- 123 bills vetoed
- Approximately 13 percent veto rate

Most vetoes cited fiscal concerns or federal policy issues. Bills signed in 2025 took effect January 1, 2026.

## Key Legislation Affecting Community Colleges from 2025

### Signed into Law

- AB 1098 (Fong)  
Creates the California Education Interagency Council to improve coordination across education systems.

- SB 98 (Pérez)  
Addresses notification procedures related to immigration enforcement.
- SB 638 (Padilla)  
Expands the California Education Interagency Council and relates to the Career Technical Education Incentive Grant program.
- SB 744 (Cabaldon)  
Addresses policies related to accrediting agencies.
- SB 707 (Durazo)  
Updates provisions of the Brown Act.
- AB 241 (Cervantes)  
Affirms that counselors, librarians, and other non-instructional faculty positions must be held by human employees.

#### **Vetoed Bills**

- AB 1400 (Soria)  
Proposed a Bachelor of Science in Nursing pilot program for community colleges.
- AB 695 (Fong)  
Addressed community college access protections for deported students.

#### **Newly Introduced Legislation that the Advocacy Committee is Tracking (2026 Session)**

##### **[AB 1534 \(Irwin\)](#) Workforce and Financial Aid**

Would require colleges to obtain authorization from a state entity before distributing federal Workforce Pell Grant funds for short-term programs.

##### **[AB 1750 \(Caloza\)](#) Employee Leave**

Would require full salary continuation for school and community college employees during a five-month extended illness leave period after sick leave is exhausted.

##### **[AB 1871 \(Fong\)](#) Dual Enrollment**

Proposes changes to College and Career Access Pathways partnerships, including:

- Removing the principal recommendation requirement
- Allowing a single CCAP application for the duration of participation
- Eliminating the four-course limit per term for students taking up to 15 units

##### **[AB 2121 \(Berman\)](#) Student Support Funding**

Allows districts to temporarily exclude certain expenditures from current expense calculations when replacing discontinued federal grants.

##### **[AB 2236 \(Berman\)](#) Articulation \*\*\* recommend that we support a Senate resolution**

Requires the Intersegmental Committee of the Academic Senates to develop a streamlined articulation agreement using common course numbering templates.

[AB 2301 \(Soria\) Community College Bachelor's Degrees](#)

Creates a pilot program allowing up to 10 community college districts to offer a Bachelor of Science in Nursing degree.

[AB 2694 \(Alvarez\) Community College Bachelor's Degrees](#)

Allows community colleges to offer bachelor's degrees if they address unmet regional workforce needs, even when similar programs exist at CSU or UC campuses outside the college's geographic region. It also updates the consultation and objection process with CSU and UC when new community college bachelor's programs are proposed.

[SB 960 \(Cabaldon\) Community College Bachelor's Degrees](#)

Would change the rules for California Community College bachelor's degree programs by limiting when CSU campuses can object to them. Specifically, a community college could offer a bachelor's program even if CSU offers a similar one, unless the CSU campus serving the same local admission area already offers that program and it has not been impacted for three consecutive years.

[AB 2466 \(Fong\) Workforce Development](#)

Allows workforce consortium funds to support paid work-based learning opportunities.

[SB 1255 \(Reyes\) Institutional Recognition](#)

Creates a designation for California Hispanic-Serving Institutions, recognizing campuses that demonstrate strong outcomes for Latino students.

[AB 1728 \(Alanis\) Curriculum](#)

Addresses common course numbering for firefighting and law enforcement programs.

[AB 2203 \(Tangipa\) Student Services](#)

Would require California Community Colleges and the California State University system to provide priority registration to students using any federal GI Bill education benefits or who receive a fee waiver (i.e., CalVet Fee waiver), beginning in the 2028–29 academic year.

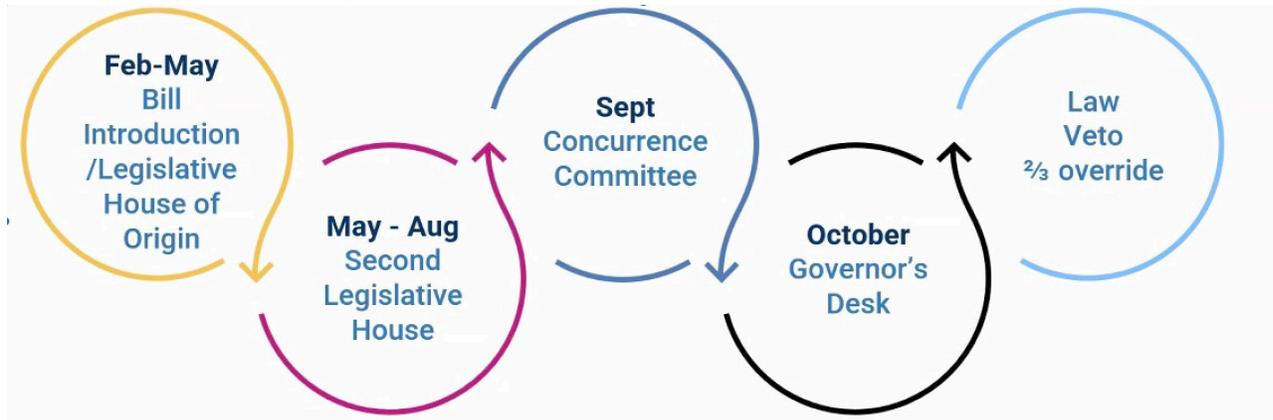
## **Legislative Calendar Highlights**

Key deadlines in the legislative process include:

- February 20 – Last day to introduce bills
- April 24 – Policy committee deadline for fiscal bills
- May 1 – Policy committee deadline for non-fiscal bills
- May 29 – Deadline for each house to pass bills from its house of origin
- June 15 – Budget bill deadline
- August 31 – Final day for the Legislature to pass bills

The Governor has until September 30 to sign or veto legislation.

## Timeline for Legislation



## Tracking Legislation

Legislative activity related to California Community Colleges can be monitored through:

- ASCCC [Legislative Positions](#)
- ASCCC Legislative Tracker: <https://asccc.softtr.app/>
- Community College League of California (CCLC) [Bill Tracking \(New Look\)](#)
- Faculty Association of California Community Colleges (FACCC) [Legislative Priorities](#)
- Community College Association (CCA) [Legislation, Advocacy & Political Action](#)
- California Federation of Teachers (CFT) [Legislative Updates](#)

## Local Advocacy and Faculty Engagement

Faculty participation plays an important role in the legislative process.

Examples of local advocacy activities include:

- Sharing legislative updates during Academic Senate meetings
- Educating colleagues about pending legislation
- Passing Academic Senate resolutions supporting or opposing legislation
- Engaging legislators through campus visits and town halls
- Participating in faculty advocacy campaigns

# ***HUMAN RESOURCES OFFICE***

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Date: March 18, 2026

To: Lisa Hooper  
President, Academic Senate

From: Desiree Chairez  
Senior Human Resources Generalist (Academic Personnel)

Subject: Additional Discipline Assignment – Jaya George

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Name: Jaya George

Current Position on File: Faculty Director, Pharmacy Technology

Requested Disciplines: Health

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The minimum qualifications for the discipline of Health:

- Master's in health science, health education, biology, nursing, physical education, kinesiology, exercise science, dietetics, nutrition or public health OR
  - Bachelor's in any of the above AND Master's in any biological science
- 

Jaya George meets the minimum qualifications for Health with:

- Masters degree in Public Health Education
- 

cc: Marilyn Jimenez

Santa Clarita Community College District  
COLLEGE OF THE CANYONS

**COLLEGE OF THE CANYONS**  
**Full Time Faculty Professional and Instructional Evaluation Summary**

*Fall* \_\_\_\_\_ *Spring* \_\_\_\_\_

Date \_\_\_\_\_

**Course Number and Title:** \_\_\_\_\_

**Modality:** Online Drop Down Menu

If mixed modality (i.e. OnlineLive or Hybrid) indicate modality observed \_\_\_\_\_

**Name:** \_\_\_\_\_ **Dept:** \_\_\_\_\_

**Name of Evaluator:** \_\_\_\_\_

**Directions:** Please rate and evaluate the faculty using the following rubric. For each rubric item please include specific evidence and details to support each rating. If there is any *room for improvement, please discuss with the faculty member as a part of the evaluation process.*

| <b>Rating</b> | <b>Definition</b>   |
|---------------|---|
| <b>5</b>      | <b>OUTSTANDING:</b> Evaluator observed exceptional performance.   |
| <b>4</b>      | <b>EXCEEDS STANDARD:</b> Evaluator observed performance that exceeds the standard.  |
| <b>3</b>      | <b>MEETS STANDARD:</b> Evaluator observed evidence of standard. Room for growth may exist.  |
| <b>2</b>      | <b>DEVELOPING:</b> Evaluator observed marginal evidence of standard. Room for growth exists. (Remediation Plan for tenure-track only)                 |
| <b>1</b>      | <b>BELOW STANDARD:</b> Evaluator observed minimal evidence of standard. Considerable room for growth exists. (Remediation Plan for tenure-track only) |
| <b>0</b>      | <b>No evidence of standard:</b> Evaluator observed no evidence of standard. (Remediation Plan for tenure-track only)                                  |

**A. Teaching Performance**

**1. Scholarship/Knowledge of Subject Matter**

*Sample Indicators for 3 "Meets Standard" - Highlights fundamental concepts of the subject. Engages students in discipline-specific thinking/expression. Instructor demonstrates knowledge of the subject matter through a command of information, an ability to interpret information, and an ability to answer questions and reformulate*

explanations. Includes, when appropriate to the subject matter, the presentation of alternative and historically excluded viewpoints or theories.

3. Meets Standard

**Comments/Evidence:**

2. *Clear and Measurable Lesson Objective(s)*

*Sample Indicators for 3 "Meets Standard" - Objectives address important concepts, skills to be learned, and are reflective of the Course Outline of Record. Lesson objectives are appropriate to the course and student needs. Objectives are accessible and/or regularly communicated to students.*

3. Meets Standard

**Comments:**

3. *Written and Oral Communications*

*Sample Indicators for 3 "Meets Standard" - Instructor models clear, professional, and appropriate language in all media used. Supportive and inclusive language is included in the syllabus and throughout the course. Instructor voice is present and primary throughout the course. Any publisher or third-party materials are used to complement instructor communication and expertise and adhere to accessibility standards. Instructions, interactions, and feedback are accurate, timely, easy to understand, and sufficiently specific and detailed in order to support a student-centered learning environment.*

5. Outstanding

**Comments:**

4. *Organization, Presentation, and Pacing of Activities*

*Sample Indicators for 3 "Meets Standard" - Attainment of the learning objectives are supported by instructional materials and lesson organization given the resources available. Activities are well-balanced and designed to support student-centered pedagogy. Instructor scaffolds the learning experience and presents a clear sequence or progression with the material/activities. Delivers a comprehensive recap of the lesson that reinforces and supports student learning. Lesson materials are presented at an appropriate rate and pace for student mastery of identified learning objectives.*

0. Standard not Observed

Comments:

5. *Variety of Instructional Methods*

*Sample Indicators for 3 "Meets Standard" - Instructor uses teaching method(s) appropriate for the subject and modality, with attention to accessibility and the diverse learning styles of all students. Designs instruction with a myriad of learning styles in mind and presents opportunities for students to represent or express ideas. Instructor uses appropriate technology and media to support the course, such as the learning management system. Instructor engages available technology to design inclusive, student-centered learning activities. Uses a variety of means/tools to provide an interactive learning environment in the on-ground or online classroom. Students are provided with opportunities to practice and demonstrate skills, analysis, and critical thinking. Students are actively engaged as members of a learning community.*

1. Below Standard

Comments:

6. *Variety of Assessment Methods*

*Sample Indicators for 3 "Meets Standard" - Instructor has a clear assessment plan and divides their course into meaningful learning units. Includes clear and measurable student learning outcomes and provides a sufficient number and variety (e.g. exams, quizzes, written assignments, projects, readings) of methods to assess learning. Assessments are related to the stated course objectives and are supported by relevant course content, activities, and/or modalities. Assessments are appropriate to the specific course at hand and require critical thinking or disciplinary ways of thinking. For formative assessments, instructor provides constructive, sufficient, and detailed feedback designed to support student learning. (For F2F and OnlineLIVE) Instructor checks for understanding during class session.*

2. Developing

Comments:

---

*Evaluation of Additional Criteria:*

. **Collegiality and Institutional Service (Required for Full Time Faculty)**

Sample Indicators - Instructor is actively participating in campus duties outside the classroom per Article 12, Section A.2 of the COCFA contract. Examples may include, but are not limited to, Clubs, Committees, Academic Senate, Collaborative Projects with Colleagues, Student Engagement, Dept Contributions, Community Outreach, Advisory Groups. Commitment to continuing Professional Development. Instructor seeks out opportunities for self-improvement and reflects on student feedback. Instructor continues to grow and learn through professional development in holistic assessment methods and culturally affirming pedagogy.

**Comments:**

*Total Criteria Rating:* \_\_\_\_\_

**Signature of  
Evaluator**

\_\_\_\_\_

**Signature of  
Evaluatee**

\_\_\_\_\_

**Note:** Evaluatee's signature does not necessarily imply agreement. It is merely an acknowledgment that the complete report has been read. Evaluatee may submit a written reaction within ten working days of receipt of this evaluation report. The written statement will be filed with this classroom visitation report.



C. Clear Written and Oral Communications

1  2  3  4  5  N/A

5 - Clear, enthusiastic, well-poised and direct; excellent vocabulary  
3 - Generally clear and understandable, good vocabulary and voice  
1 - Inaudible or illegible, lacks enthusiasm

Comments:

D. Variety of Teaching Methods

1  2  3  4  5  N/A

5 - Uses a variety of teaching methods  
3 - Uses primarily one method (lecture, etc.)  
1 - Appears to be reading (rehashing) textbook

Comments:

E. Organization of Presentation and Activities

1  2  3  4  5  N/A

5 - Clearly organized and easy-to-follow patterns  
3 - Discernible organizational pattern  
1 - Apparent lack of organization

Comments:

F. Good Time Management

1  2  3  4  5  N/A

5 – Time is managed well

3 – Some parts of lesson go beyond time allocated or necessary 1 –

No apparent awareness of time and poor use of time

Comments:

G. Use of Appropriate Assessment Methods

1  2  3  4  5  N/A

(Suggestion: Request, if appropriate, a quiz or test before the classroom visitation.)

5 – Methods of assessment are appropriate

3 – Some methods do not seem to correspond with objectives 1 –

No correlation between assessment and objectives

Comments:

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*Evaluation of Additional Criteria:*

Please include comments, if appropriate, concerning respect for students, respect for colleagues, professional growth, and department/college responsibilities. Attach additional pages if needed.

Signature of Evaluator

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Signature of Evaluatee

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**Note:** Evaluatee's signature does not necessarily imply agreement. It is merely an acknowledgment that the complete report has been read. Evaluatee may submit a written reaction within ten working days of receipt of this evaluation report. The written statement will be filed with this classroom visitation report.

# COLLEGE OF THE CANYONS

## Online/Hybrid Visitation Report

Use this form if the class to be evaluated takes place 100% online or hybrid class is 50% or more online.

|                        |       |
|------------------------|-------|
| <b>T</b>               | _____ |
| <b>NT</b>              | _____ |
| <b>Instructor</b>      | _____ |
| <b>Visitation Date</b> | _____ |

Course Number and Title \_\_\_\_\_  Lecture  Lab  Activity

Instructional Techniques Being Used

(video lectures, other lecture materials, discussion boards, small group activities)

Name of Evaluator \_\_\_\_\_

**Directions:** Circle the appropriate number for each item evaluated. Comments should detail specific items in support of your numerical assignment. If item is not applicable or you have no basis for judgment, circle N/A. May also include assessment of class materials and assessment instruments.

### Content – Items A through C

A. Knowledge of Subject Matter  1  2  3  4  5  N/A

- 5 – Instructor demonstrates a command of the material taught.
- 3 – Instructor demonstrates an understanding of the material taught.
- 1 – Instructor does not appear to have an adequate background for the material taught.

Comments: \_\_\_\_\_

B. Clear Communication  1  2  3  4  5  N/A

- 5 – Instructor models clear and appropriate language and style in all media used and provides well-defined lesson objectives. Instructions, interaction, and feedback are accurate, easy to understand and sufficiently specific and detailed.
- 3 – Communication in one or more media used is of average quality and may contain some errors or lack of specificity. Lesson objectives are provided in general terms.
- 1 – Poor quality communication in one or more media used; language vague, unclear, or containing significant errors. No lesson objectives are provided.

Comments: \_\_\_\_\_

C. Student Assessment Methods

1  2  3  4  5  N/A

5 – Assessments are of sufficient quantity and variety to address differing learning styles and to determine mastery of student learning outcomes.

3 – Some methods of assessment are adequate to assess a variety of student learning styles and student learning outcomes.

1 – Assessments address only a single learning style and are insufficient to accurately measure student learning outcomes.

Comments:

*Distance Learning – Items D through G*

D. Teaching Methods

1  2  3  4  5  N/A

5 – Uses teaching method(s) appropriate for the subject, inclusive of diversity of student learning styles, and accessible to all students.

3 – Uses limited but adequate teaching method(s) for the subject; some components are not accessible to all students.

1 – Uses teaching method(s) that are inadequate to address the variety of student learning styles or that do not support the content well; many course components are not accessible to all students.

Comments:

E. Regular and Effective Contact

1  2  3  4  5  N/A

5 – Regular and effective instructor-student and student-student contact as described in the course outline of record is demonstrated through multiple techniques. Students receive instructor feedback on questions and assignments in a timely way.

3 – Limited but adequate instructor-student and student-student contact as described in the course outline of record is incorporated into the course. Students generally receive instructor feedback in a timely way, but there may be occasional delays.

1 – Regular and effective instructor-student and student-student contact as described in the course outline of record is not demonstrated in the course and/or instructor feedback is not provided in a timely way.

Comments:

**F. Organization and Presentation of Activities**

1    2    3    4    5    N/A

5 – Course elements are clearly organized and easy to locate. All links function properly and dates are accurate for the term.

3 – Discernible organization of course elements, though some items may be initially unclear. There may be some minor errors in links or dates.

1 – Apparent lack of organization, course elements difficult to locate. May contain multiple broken links or incorrect dates.

Comments:

**G. Course Pacing**

1    2    3    4    5    N/A

5 – Course materials are presented at an appropriate pace, including timing of units and release of materials and assignments.

3 – Course units, materials, and assignments, are generally presented at a reasonable pace, but there may be some inconsistencies.

1 – Course materials and assignments are presented late or in an erratic manner that does not give students sufficient time to meet deadlines.

Comments:

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*Evaluation of Additional Criteria:*

Please include comments, if appropriate, concerning respect for students, respect for colleagues, professional growth, and department/college responsibilities. Attach additional pages if needed.

Signature of Evaluator \_\_\_\_\_

Signature of Evaluatee \_\_\_\_\_

**Note:** Evaluatee's signature does not necessarily imply agreement. It is merely an acknowledgment that the complete report has been read. Evaluatee may submit a written reaction within ten working days of receipt of this evaluation report. The written statement will be filed with this classroom visitation report.

## NEW GUIDE FOR SELF EVALUATION TENURED AND TENURE TRACK FACULTY DRAFT

As part of the evaluation process for full-time non-tenured and tenured faculty, the COCFA contract [Article 7.C.1.a and Article 8.A.4.a] states:

Each contract faculty member will prepare a written self-evaluation report and present copies to all committee members one week before the review conference. Reflection on the SLOs results/data in the self-evaluation will not be used or viewed in a negative manner. The report shall include, but may not be limited to:

- A.** Objectives for the continued improvement of instruction based on the relationship of instruction to the course objectives, Student Learning Outcomes, the tabulated scores of the student evaluations, student achievement, assessment data from SLOs or other means, and additional criteria the contract faculty member deems relevant to his/her current assignment.

For example:

- a. Reflect and respond to feedback from the students.
- b. Which student learning outcomes guide your course design, and how do they align with inclusive and culturally responsive teaching practices?
- c. How do you integrate diverse perspectives, voices, and materials into your curriculum to reflect the backgrounds and experiences of your students?
- d. How do you adapt your assessment methods to accommodate diverse student needs and strengths?
- e. Can you provide an example of how you have revised a course or teaching approach to improve equity and inclusion?

- B.** Participation in non-classroom related activities, which may include professional growth and FLEX activities, committee assignments, relevant community involvement, and/or student activities plus objectives for continued involvement in these areas.

For example:

- a. What professional growth activities are you involved in or have you completed that relate to department goals?
- b. Have you attended or presented at conferences or workshops, such as FLEX activities, taken course work or been involved in relevant community activities?
- c. How has your committee work, or institutional service informed your classroom practices?

- C.** A professional development plan including but not limited to FLEX activities that align with department goals. (Optional for Tenured Faculty)

For example:

- a. What activities are you involved in or have you completed that relate to department goals?
- b. What are your short and long-term goals for continuing to improve your culturally responsive and inclusive teaching practices?
- c. What support, resources, or institutional changes would help you further integrate IDEAA principles into your teaching? What support and resources will you actively seek out in the future?
- d. What professional development or training have you engaged in to enhance your understanding of anti-racism, equity, equity-mindedness, and/or equity as it relates to your field and the COC community? This might include, but is not limited to, the following:
  - Curriculum review related to anti-racism, decolonization, and equity
  - Participation in anti-racism and equity related workshops/institutes
  - Review of professional materials and best practices for equity in your field, and/or
  - Review of your student success data

**D.** To what extent have the objectives for the improvement, participation in professional development activities, relevant community involvement and committee assignments stated in the contract faculty member's last report (if applicable) been met.

For example:

- a. What have you accomplished since the last report (if applicable)?
- b. What are your future objectives for teaching improvement and/or meeting department goals?
- c. How will you approach meeting these new objectives?

The revisions suggested above are by no means exhaustive. They are merely a first attempt to infuse IDEAA principles in the self-evaluation such that all faculty can engage in the metacognitive approach to this work that can be engaging/inviting/meaningful. These prompts undoubtedly need much more refinement. But if we focus on three major areas: teaching/pedagogy, service to the district outside the classroom, professional development (routine), and professional growth, we should be able to provide solid guidance.

## *Current Guide to Self Service Evaluation Tenured and Tenure-Track Faculty*

### GUIDE FOR SELF EVALUATION TENURED AND TENURE TRACK FACULTY

As part of the evaluation process for full-time non-tenured and tenured faculty, the COCFA contract [Article 7.C.1.a and Article 8.A.4.a] states:

Each contract faculty member will prepare a written self-evaluation report and present copies to all committee members one week before the review conference. Reflection on the SLOs results/data in the self-evaluation will not be used or viewed in a negative manner. The report shall include, but may not be limited to:

1. Objectives for the continued improvement of instruction based on the relationship of instruction to the course objectives, Student Learning Outcomes, the tabulated scores of the student evaluations, student achievement, assessment data from SLOs or other means, and additional criteria the contract faculty member deems relevant to his/her current assignment.

For example:

- Reflect and respond to feedback from the students.
  - What teaching techniques have you used? What has been effective?
  - What can you change and improve?
  - Are there external barriers that affect the quality of your teaching?
  - What training, materials, resources, etc., would assist you?
2. Participation in non-classroom related activities, which may include professional growth and FLEX activities, committee assignments, relevant community involvement, and/or student activities plus objectives for continued involvement in these areas.

For example:

- What professional growth activities are you involved in or have you completed?
  - Have you attended or presented at conferences or workshops, such as FLEX activities, taken course work or been involved in relevant community activities?
  - Do you participate on committees?
  - How have these activities impacted your teaching?
3. A professional development plan including but not limited to FLEX activities that aligns with department goals. (Optional for Tenured Faculty)

For example:

- What activities are you involved in or have you completed that relate to department goals?
  - How have these activities impacted your role in your department and its goals?
4. To what extent the objectives for the improvement, participation in professional development activities, relevant community involvement and committee assignments stated in the contract faculty member's last report (if applicable) have been met.

For example:

- What have you accomplished since the last report (if applicable)?
- What are your future objectives for teaching improvement and/or meeting department goals?
- How will you approach meeting these new objectives?
- What is the time line for accomplishing these new objectives?



ACADEMIC SENATE, COLLEGE OF THE CANYONS

## Support of Assembly Bill 2236 (Berman): Postsecondary Education Articulation Agreements

**Whereas**, The California legislature passed AB 1111 (Berman, 2021)<sup>1</sup>, mandating the adoption of a student-facing Common Course Numbering (CCN) system across the California Community Colleges to streamline transfer pathways and reduce excess unit accumulation;

**Whereas**, The Academic Senate for California Community Colleges (ASCCC) previously supported the AB 1111 Common Course Numbering Task Force Implementation Plan in Fall 2023<sup>2</sup>;

**Whereas**, The ASCCC adopted Resolution 101.04 (Fall 2024)<sup>3</sup>, "No Implementation without Articulation," advocating that all future phases of CCN secure intersegmental articulation agreements prior to local implementation to prevent unintended harm to students and to safeguard transfer pathways;

**Whereas**, The ASCCC adopted Resolution 101.02 (Fall 2025)<sup>4</sup>, calling for a streamlined articulation review process to ensure that non-substantive, technical changes to CCN templates do not require resubmission and review for University of California Transfer Course Agreements (UCTCA) and the California General Education Transfer Curriculum (Cal-GETC);

**Whereas**, Assembly Bill 2236 (Berman)<sup>5</sup> addresses these core faculty concerns by legally requiring the Intersegmental Committee of the Academic Senates (ICAS) to establish an agreement for streamlined, system-level articulation utilizing the CCN system by July 1, 2027;

**Whereas**, The College of the Canyons Academic Senate Standing Policy on Legislative Endorsements states that legislation directly related to the "10+1" academic and professional matters warrants consideration for formal endorsement; and

**Whereas**, AB 2236 falls squarely within the Academic Senate's 10+1 purview by directly impacting curriculum, degree and certificate requirements, and standards regarding student

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<sup>1</sup> [Assembly Bill No. 1111 \(Berman\) 2021](#)

<sup>2</sup> [Support the AB 1111: Common Course Numbering Task Force Recommended Implementation Plan as of October 2, 2023, Fall 2023, Resolution Number 15.02](#)

<sup>3</sup> [No Implementation without Articulation: Safeguarding Student Success and Transfer Pathways in Future Common Course Numbering Phases, Fall 2024, Resolution Number 101.04](#)

<sup>4</sup> [Streamlined Articulation Review for Technical Changes to CCN Templates, Fall 2025, Resolution Number 101.02](#)

<sup>5</sup> [AB-2236 Postsecondary education: articulation agreements. \(Berman\) 2025-2026](#)

preparation and success;

***Resolved***, That the Academic Senate for College of the Canyons officially endorse and support the passage of Assembly Bill 2236 (Berman) to ensure a faculty-led, articulation-first approach to the implementation of Common Course Numbering; and

***Resolved***, That the Academic Senate President be directed to present this formal endorsement to the College of the Canyons Board of Trustees, the Chief Executive Officer, the Academic Senate for California Community Colleges, and relevant legislative representatives.

*Adopted, by the Academic Senate on TBD*