



COLLEGE OF THE CANYONS ACADEMIC SENATE EXECUTIVE SENATE MEETING

October 2, 2018 9:00 a.m. to 10:00 a.m. BONH 330

According to Article 6 of the By-Laws of the Academic Senate the purpose of the Executive Committee is to foster coordination among the principle subcommittee chairs of the Academic Senate, to advise the President, and the overall strategic development and planning of matters before the Academic Senate.

Attendees: Rebecca Eikey, Dustin Silva, Wendy Brill (via phone), Nicole Faudree, Jason Burgdorfer and Marilyn Jimenez.

A. Routine Matters

- Call to order: 9:03 am
- Public Comment

This portion of the meeting is reserved for persons desiring to address the Executive Committee on any matter not on the agenda. No action will be taken. Speakers are limited to three minutes.

- Approval of the Agenda

B. Reports

- President's Report
 - Rebecca met with our Chancellor Dr. Dianne G. Van Hook and shared a print out of the Student's Funding Formula Allocation report simulations for all of the system. The reports for 2018-19, 2019-20 and 2020-21, were shared. This report is for the entire community college system. To see what will happened to Santa Clarita according to the simulation. For Year 18:19 they are having a year to change with the student funding formulas in 5.3% and the following year will be 4.28% and then 2.86%. They believe we will be getting less money as we proceed. Once the "hold harmless" goes away all but 12 districts are going to lose funding. For the most part those that grow are smaller colleges or the have a correspondence school. For example Antelope Valley College would grow by 20% but only temporarily. The "hold harmless" is only good for 3 years and after into the 4th year if they haven't reached that "hold harmless" level then there is a fiscal cliff for them. Either they get themselves up to where the "hold harmless" is with these metrics or they end up losing money. All but 9 districts which are at least half are basic aid. The other

schools have correspondence with prisons or other contracts.

- Update on Open Faculty Meetings to Discuss Academic Calendar
 - The next steps will be to get some data relating to the questions that arose. A google sheet has been created and there will be another round of meetings. There is an academic meeting in October. This may be a good time to send the collection of information.
 - Rebecca will send the google doc to Jason Burgdorfer.
 - David Michaels is interested in joining the Academic Calendar meetings.
 - There was suggestion to send out a request to faculty to see if others are interested. Another suggestion was to ask Dan Portello, AFT President, if he can appoint someone to the Academic Calendar Meeting.
 - There are two meetings left one is for October 17th from 2-3pm and the other is for November 7th from 3-4pm.

Note: The meeting times for the Senate Executive meetings will be changed to accommodate more of the faculty chairs availability. The senate executive meeting for November has been rescheduled.

C. Action

D. Discussion

- Setting Priorities for the Academic Senate for the Academic Year
 - EEO Plan/longitudinal Data
 - One items that came up on the President Report at the last Senate meeting was the EEO report and the diversity data.
 - EEO Stands for the Equal Employment Opportunity. There is a requirement form title 5 for every district to have an EEO plan on file. It is supposed to documents that every district has an EEO Committee, taking steps to address diversity within hiring for all employee groups.
 - Colleges are required to use longitudinal data to address disparities in their hiring practices.
 - They are to examine their hiring practices from the beginning of the marketing of the job, to the application process and lastly to the hiring to see if there are any potential issues and if those issues are causing disparities.
 - It is a requirement of title 5 to have a plan associated with how we are using data. The previous EEO plan do not include the use of data.
 - It is not about a particular number but more about comparison. For example here is what you look like as an

aggregate and here is what you could look like in the field. The data needs to be compared in comparison to for example Los Angeles County. What does data look like within each discipline as well?

- The question is do we move forward with our own ideas as to how we would like to have the data for faculty?
- There is funds attached to have a plan in place, specifically to hire an Equal Employment Opportunity Director that we currently do not have. The Equal Employment Opportunity office is current Dr. Dianne Fiero. There is language in title 5 which states that if the Chancellor's Office doesn't believe you are making progress they can start issuing mandates.
- Some of the question form the plane include: 1.) from your perspective why is diversity from the university college perspective so important at this moment? 2.) Systems are built to be self-sustainable and resist change by design whether conscious or unconscious. What intentional design changes do we need to make in order to see your progress and diversity at all levels faculty, administration and classified staff? 3.) The Vision for Success, our system strategic plan adopted by the BOG has asked colleges to take ownership of vision goals in past performance. The legislature has also set the expectation that we will make progress on faculty diversity. What support do stakeholders and practitioners need to champion faculty diversity? 4.) We know that there are competing expenses for department colleges and districts what are the top three resources that department colleges, districts or states need to make available and why? What challenges have you experienced in utilizing data? Are there improvements to data collection that you would recommend? 5.) Researchers are the first to note that diversifying a worksite expands beyond the recruitment and interview stages. How can colleges do a better job at developing candidates of diverse backgrounds?
- Minimum qualifications are set by the state. Departments need to determine what equivalencies are. Equivalencies are not an option, we are required to allow according to Title 5.
- There was a suggestion to recruit individuals form heavily diverse campuses in other states. However, one major barrier is traveling to California for an interview. There was

a suggestion to maybe have the Foundation offer a Travel Scholarship individuals from out of state could apply and travel for interviews.

- This topic top will be brought back at as a future discussion item in November. There was a suggestion to bring in Robert Wonzer and Aivee Ortega, Chair of the Minimum Qualifications & Equivalencies committee.
- Refresh Online Teaching regulation-Nov. 8th (Brian Weston)

- Possible addition Senate items priorities include:
 - IE2 Workgroup Report-Career Exploration (Career Center Videos) and Meta Majors/Mapping
 - Syllabus Language- BP4233 “Excused Absences” possible Oct. 11th Agenda meeting date.
 - OEI/Rubrics-Ann Marenco/Brian Weston possible Oct. 25th Agenda meeting date
 - This needs to be brought back as a Senate Discussion item. They have created their own checklist. If we want to have more courses in the exchange the new checklist is insufficient. The OEI rubric process is a lot of work for faculty so there may be some Professional Development offered.
 - Vote of No Confidence-Eloy Oakley possible Oct. 11th Agenda meeting date.
 - Top Code alignment
 - CTE Advisory Boards
 - Experiential Learning
 - CWEE Coordinator
 - Filed Studies
 - Service Learning – Tutoring in classes?
 - Internships
 - Digital Badging Policy (Wendy)
 - Administrator Retreat Rights Policy (Sab Matsumoto)
 - Process for AB288 Course Selection/Expansion
 - Refreshing the online teaching requirements.

- Resolution for Vote of No Confidence-Eloy Oakley – There will be a small committee drafting this.

- FERPA
 - There is a lack of understand that when a teaching assistant is put into the CANVAS shell they have full access to student grades. We need to

ensure teaching assistants are going through the training and there is tracking of who was trained.

- There was additional discussion about FERPA requirements.

- Syllabus Language
 - It was decided to divide this topic into three approaches which include identifying which policies are relevant for possible inclusion in syllabi, choice of words in syllabi through the lens of inclusion & equity, and lastly the process associated with the collection and review of syllabi.