Academic Senate for College of the Canyons
April 23, 2015 3:00 p.m. to 4:30 p.m. BONH 330

A. Routine Matters
1. Call to order
2. Approval of the Agenda
3. Approval of the Consent Calendar
   a) Academic Senate Summary: March 26, 2015, 2015 (pg. 2)
   b) Curriculum Summary: April 2, 2015 (pg. 6)
   c) Curriculum Summary: April 16, 2015 (pg. 9)
4. Academic Senate President's Report - Paul Wickline
5. Academic Senate VP Report – Rebecca Eikey

B. Committee Reports
1. CPT – Russell Waldon
2. DeAnza visitation report for Civic Engagement – David Andrus (pg. 11)

C. Unfinished Business
1. Policies on Counseling Services – Policy Review Committee
2. Formation of Ongoing Accreditation Committee – for Senate Discussion in Fall 2014
3. Local Graduation Requirements – for Senate discussion in Fall 2014
4. Adjunct Minimum Qualifications – HR
5. Institutional Learning Outcomes

D. Discussion Items
1. AOC and importance of the Work in Progress form – Pete Getz, Principal (pg. 18)
2. Performance Indicators – Barry Gribbons (pg. 19)
3. Academic Hiring Procedures for Adjunct Faculty – Diane Fiero (pg. 21)
4. Revisions to the Academic Staffing Clarifications and Procedures Document – Wendy Brill (pg. 24)

E. Action Item
1. Discipline assignment for Graciela Martinez, Counseling, Lauren Yeh Counseling (pgs. 33 & 34)
2. Department name Change, CIT to Computer Applications & Web Technologies (CAWT)
3. Approval of Academic Senate and Curriculum Calendar Meeting dates for 2015/16 (pg. 35)

F. Reports
- Division Reports

G. Announcements
1. Spring Plenary Session, April 9-11th, Weston San Francisco Airport
2. Online Education Initiative (OEI), May 1st, Cerritos
3. Vocation Leadership Institute, May 7-9th, San Jose Marriott
4. Day of Assessment II May 9th, 9:00 am to 3:00 pm, location UCEN 107
5. Online Education Initiative (OEI), May 15th Mt. SAC
6. Scholarly Presentation, Edel Alonso presenter, May 21st 6:00 p.m.
7. High Impact Practices Institute June 6-13, Madison, Wisconsin
8. Faculty Leadership Institute, June 11-13, San Jose Marriott
9. Curriculum Institute, July 9-11th, Anaheim-Orange Country, Doubletree
10. Strengthening Student Success 2015: looking Back, Looking Forward, Oct. 7-9, Oakland Marriott

I. Adjournment

The next Senate meeting will take place on **May 7, 2015**
As always everyone is welcomed

Summary of the Academic Senate Meeting March 26, 2015

Attendance: Edel Alonso, Ruth Rassool, Wendy Brill, Shane Ramey, Heidi McMaon, Bo Maxwell, Diane Fiero, Jim Temple, David Andrus, Dr. Jerry Buckley, Joe Gerda, Philip Marcellin, Jennifer Brezina, Graciela Martinez, Lee hilliard, Ann Lowe, Deanna Riveira, James Glapa-Grossklag, Ron Karlin, Christina Chung, Mike Sherry and Chelley Maple

A. **Routine Matters**
  1. Call to order: 3:03 p.m
  2. Approval of the Agenda: Motion Wendy Brill, seconded Ann Lowe. Unanimous. **Approved**
  3. Approval of the Consent Calendar
      a) Academic Senate Summary: Edel went over some typos and language on the summary for March 12th. The corrections were noted and made. Motion Ann Lowe, seconded David Andrus. Unanimous. **Approved**
      b) Curriculum summary for March 19, 2015. Motion Ann Lowe, seconded Shane Ramey. Unanimous. **Approved**
  4. **President's Report: Edel Alonso preciding in place of Paul Wickline who is at a conference**:
      ✓ Edel reported that the PAC-B committee had met for a two hour meeting to review the proposed "forced costs" for the 2015-16 budget. There was discussion at the meeting about whether all the items listed truly met the definition of forced cost. So the faculty who sit on PAC-B are meeting next Monday to review the proposed forced cost list again and arrive at a concensus on items that truly meet the definition established by PAC-B: 1. Legal or contract mandate; 2. Program viability meaning the program would not be able to operate; 3. Operational imperative meaning it is a health and safety issue. The faculty plan, as a group, to arrive at some recommendations regarding forced cost for when PAC-B meets again so there is time at the next meeting to discuss the requests for augmentations beyond forced costs. PAC-B is charged with making recommendations for on-going expenses and for one-time expenses but there are so many requests for aumentations across all departments, that the committee may not be able to get through all the requests by the end of the next meeting.
  5. **VP Report, Rebecca Eikey: N/A. Rebecca was not able to attend because she is at a conference.**
B. **Committee Reports**
  1. CPT – Russell Waldon. Russell was not able to attend. **Tabled**.
C. **Unfinished Business**
  1. Policies on Counseling Services – Policy Review Committee
  2. Formatin of Ongoing Acccreditation Committee – for Senate Discussion in Fall 2014
  3. Local Graduation Requirements – for Senate discussion in Fall 2014
  4. Adjunct Minimum Qualifications – HR
  5. Institutional Learning Outcomes
D. **Discussion Items**
  1. Learning Management System Task Force, James G-G
      There is a task force reviewing the Blackboard Learning System currently in use at COC for online courses, given 2 reasons: 1) the California Community Colleges (CCC) Online Education Initiative (OEI) announced its intent to award "Canvas" online course management system

and related services to all the community colleges state-wide, and 2) Our contract with Blackboard expires June 30, 2015. We need to decide whether we want to migrate to Canvas with this new initiative. We need to examine what the new contract will be. The process is going quickly because of the opportunity we have to get on the state contract. James put the call out for volunteers to serve on this task force and he received about 30 interests. There have been   on campus demos from Canvas and from Blackboard. Already, there is a rich online discussion occuring among those who volunteered to look at pros and cons. The next step will be for the vendors to provide us with their information so that we can review them more closely.
In three weeks there will be a vote to either go with Canvas or stay with Blackboard and then the recommendation will be forwarded to . They are hoping to make their recommnedation to Jim Temple by May. 4th. If the decision is to change to Canvas, there will be staff training over the summer, lots of faculty training in the fall, some migration in the spring, and some testing in the spring. Probably summer of 2016 we would change over.

2. Academic Hiring Procedures for Adjunct Faculty, Diane Fiero.
David spoke that Diane had contacted the Academic Senate's Policy Committee and was interested in submitting a revision to the Academic Hiring Procedures for Adjunct Faculty to amend the language so that letters of recommendations were "highly recommended" as opposed to "required". David said that he thought there was a back log of applicants that are ready to go, but they have not completed their packet for lack of submitting all the letters of recommendations required. There is some interest on campus and/or HR to somehow change this because other campuses have changed this requirement at least for full-timers. He could not speak on part-timers. The Policy Committee met and had a discussion and felt the language should remain as "required". Their view is that submitting letters is a measure of the candidate's ability to follow directions and completing assigned tasks. However, Diane said that getting thte letters of recommendation was a challenge for part-timers. In some cases, classes have been canceled because of incomplete applications and HR is blamed. Diane stated that the percentage of applications without letters is high. After the Senate's discussion, it was stated that this issue needs to go to the Divisions for input and then back to Senate forfurther discussion and a decision. Diane will send this to Chelley, David, Paul and Edel to reflect the conversation that was had at the Senate meeting today with the questions that were raised.

3. Minimum Qualificaitons, Edel Alonso
Edel reported on an issue discussed at the Minimum Qualifications & Equivalencies Committee. According to the Chancellor's minimum qualifications manual if we have a course assigned to the "Interdisciplinary" discipline, we must list the multiple component disciplines that make up the interdisciplinary subject. The manual states that to teach an interdisciplinary course, the instructor must have 1. Masters in one of the component disciplines and upper division or graduate units in a second component discipline. After much discussion, the committee arrived at 2 options and would like the Senate's input on the two.
Option 1 is a Master's degree in one of the component disciplines pus a minimum 3 upper division or graduate units in a second component discipline.
Option 2 is a Master's degree in one of the component disciplines plus 12 upper division or graduate units in a second component discipline. If the instructor does not have the 12 units in a second component discipline, 6 units in a second component discipline and 6 units in a third component discipline would be acceptable.
The MQ&E Committee was split down the middle so this was brought to the Senate on March

12th and now it is back to the Senate for futher discussion. At the last meeting it was asked that you take this back to your Divisions and discuss the two options. Edel went around the room to ask for the Division Senators to report on the decision of the division faculty:

Humanities: Option 1

Counseling: Split

Fine and Performing Arts: Option 1

Allied Health: has not met

PE: has not met

SSB: has not met

Library: has not met

MSE: has not met

CTE: Option 1

Ron suggested that Edel send a reminder to the Divisions that a vote is pending their input.

This item will return to the Senate for a decision as an Action Item.

E. Action Items
1. BP 4260 and AP 4260 Prerequisites: Motion Philip Marcellin, seconded Wendy Brill. Unanimous. **Approved.**
2. BP 4250 Academic Probation (Spring 2015 CPC Approved), AP 4250 (Spring 2015 CPC Approved) BP 4251 Progress Probation (Spring 2015 CPC Approved) and AP 4255 (Spring 2015 CPC Approved) Motion David Andrus, seconded Wendy Brill. Unanimous. **Approved**

F. Reports
- CTE: No report
- Allied Health: Dean, Cynthia Dorroh has resigned. So far the department has seen no advertising hire a replacement for the position. Dr. Buckley spoke that paperwork has been submitted.
- FPA: No report
- MSE: 100% enrollment after adding classes
- Counseling: Grand opening for Canyon Halls took place yesterday
- Humanities: No report
- PE: meeting Monday
- SSB: they had a spirited discussion on faculty getting re-certification for online teaching. There is a lot of confusion as to what re-certification means.
- Adjunct faculty asked whether there should be a report on adjunct faculty to the Senate as along with the Division Reports on the agenda. The challenge is how to acquire input from all the adjunct so as to represent them well. Suggestions by other Senators included scheduling all adjunct meeting(s). An email report from adjunct Senators to all adjuncts regarding issues discussed at Senate of particular interest to adjuncts, and an Adjunct website.
- Dr. Buckley: There is an Instructional Advisory Committee (IAC) meeting tomorrow. The discussion will include Career Pathways and AB86, Enrollment Management, and a proposal for Division re-organization will be a major topic. The meeting will be held in Alliso 101 at 9:00 a.m.

G. Announcements:
1. Learning Management System Task Force, March 27th, 10:00 am to 12:00 pm, in LTLC 159.
2. Online Education Initiative (OEI), March 27th, Foothill

3. Instructional Advisory Council meeting March 27th 8:30 am to 10:30 am, in MENH 343
4. Spring Area C Meeting, 10:00 am to 3:00 pm March 28th, Cerritos College
5. Spring Plenary Session, April 9-11th, Weston San Francisco Airport
6. Online Education Initiative (OEI), May 1st, Cerritos
7. Vocation Leadership Institute, May 7-9th, San Jose Marriott
8. Day of Assessment II May 9th, 9:00 am to 3:00 pm, location UCEN 107
9. Online Education Initiative (OEI), May 15th Mt. SAC
10. Scholarly Presentation, Edel Alonso presenter, May 21st 6:00 p.m.
11. Faculty Leadership Institute, June 11-13, San Jose Marriott
12. Curriculum Institute, July 9-11th, Anaheim-Orange Country, Doubletree
13. Strengthening Student Success 2015: looking Back, Looking Forward, Oct. 7-9, Oakland Marriott

I.Adjournment: 4:30 p.m.

CURRICULUM COMMITTEE SUMMARY

April 2nd, 2015   3:00 pm – 5:00 pm   BONH-330

Items on "Consent" are recommended for approval as a result of Technical Review meetings held on March 20th, 2015

Members present: Backes, Patrick – Curriculum & Articulation Coordinator; Bates, Mary – Math, Science & Engineering; Brill, David – Fine & Performing Arts; Green, Audrey – Co-Chair, Administrator; Hilliard, Lee – Career & Technical Education; Hyatt, Rhonda – Physical Education & Athletics; Jacobson, Julie – Member at Large; Lowe, Ann – Co-Chair, Faculty; Marenco, Anne – Social Science & Business; Matsumoto, Saburo – Member at Large; Ramey, Shane – Adjunct Faculty; Solomon, Diane – Student Services; Stephens, Cindy – Education; Waller, Tina – Allied Health

Members absent: Karlin, Ron – Learning Resources; Ruys, Jasmine – Admissions & Records

DELETED COURSES on consent:

Subject	#	Title	Description of action	Author	Effective
AUTO	107	Advanced Electrical Systems	Course will no longer be offered, no longer needed for NATEF accreditation standards or ASE certification. **Course will be removed from Automotive Technology AS Degree and Certificate of Achievement.**	G. Sornborger	Fall 2015
AUTO	108	Engine Performance II	Course will no longer be offered, no longer needed for NATEF accreditation standards or ASE certification. **Course will be removed from Automotive Technology AS Degree and Certificate of Achievement.**	G. Sornborger	Fall 2015
BIOSCI	090	Biology for Technology	Course will no longer be offered.	M. Golbert	Fall 2015
BIOSCI	230	Introduction to Biotechnology	Course will no longer be offered. **Course will be removed from Biological Sciences AS Degree.**	M. Golbert	Fall 2015
CMPNET	153	Wireless LANs	Course will no longer be offered.	L. Hilliard	Fall 2015
ECE	116A	Curriculum and Classroom Management LAB A	Course will no longer be offered. **Course was removed from Early Childhood Education certificates at 3/5/15 Curriculum Committee meeting.**	C. Stephens	Fall 2015
ECE	116B	Curriculum and Classroom Management LAB B	Course will no longer be offered. **Course was removed from Early Childhood Education certificates at 3/5/15 Curriculum Committee meeting.**	C. Stephens	Fall 2015
ECE	116C	Curriculum and Classroom Management LAB C	Course will no longer be offered. **Course was removed from Early Childhood Education certificates at 3/5/15 Curriculum Committee meeting.**	C. Stephens	Fall 2015
ECE	175	Health Concerns & First Aid in Early Childhood	Course will no longer be offered. **Course was removed from Early Childhood Education certificates at 3/5/15 Curriculum Committee meeting.**	C. Stephens	Fall 2015

Subject	#	Title	Description of action	Author	Effective
ENGR	090	Exploring Gadgets, Engineering, and Technology	Course will no longer be offered.	D. Martinez	Fall 2015

MODIFIED COURSES on consent:

Subject	#	Title	Description of action	Author	Effective
COMS	270	Communication and Leadership	**Changed course number (formerly COMS-110). Revised SLO,** revised objectives and content, updated textbooks. *Rationale for revision: 5 year revision, number change, and department discussion indicated revised SLO would serve student assessment better than previous SLO.*	V. Leonard	Fall 2015
ECE	220	Adult Supervisions and the Mentor Process in Early Care and Education	**Changed course title (formerly "Adult Supervisions in ECE: The Mentoring Process"). Units changed to 3 (formerly 2 units). Revised SLO,** revised objectives and content, updated textbooks. **Added prerequisite of ECE-131 and recommended preparation of ENGL-1011/101H.** *Rationale for revision: 5 year revision, unit change, title change, and department discussion indicated revised SLO would serve student assessment better than previous SLO.*	C. Stephens	Fall 2015
PSYCH	101	Introduction to Psychology	**Revised SLO,** revised objectives and content, updated textbooks. *Rationale for revision: 5 year revision and department discussion indicated revised SLO would serve student assessment better than previous SLO.*	R. Howe	Fall 2015
PSYCH	101H	Introduction to Psychology – Honors	**Revised SLO,** revised objectives and content, updated textbooks. **Changed prerequisite of ENGL-101/101H to recommended preparation.** *Rationale for revision: 5 year revision and department discussion indicated revised SLO would serve student assessment better than previous SLO.*	R. Howe	Fall 2015
PSYCH	105	Personal Growth and Adjustment	Revised descriptions, objectives and content, updated textbooks. *Rationale for revision: 5 year revision.*	D. Riveira	Fall 2015
PSYCH	109	Social Psychology	Revised objectives and content, updated textbooks. *Rationale for revision: 5 year revision.*	M. LaBrie	Fall 2015
PSYCH	172	Developmental Psychology	Revised objectives and content, updated textbooks. *Rationale for revision: 5 year revision.*	T. Mahan	Fall 2015
PSYCH	240	Abnormal Psychology	Revised objectives and content, updated textbooks. *Rationale for revision: 5 year revision.*	M. Andrade	Fall 2015

MODIFIED PROGRAMS on consent:

Program	Degree/Certificate	Description of action	Author	Effective
Automotive Technology	AS Degree	Removing AUTO-107 & 108 from required courses. **Total required units decreased to 34 (formerly 42 units).** *Rationale for revision: updating certificate requirements and removing archived courses.*	G. Sornborger	Fall 2015
Automotive Technology	Certificate of Achievement	Removing AUTO-107 & 108 from required courses. **Total required units decreased to 34 (formerly 42 units).** *Rationale for revision: updating certificate requirements and removing archived courses.*	G. Sornborger	Fall 2015
Biological Sciences	AS Degree	Removing BIOSCI-230 from "plus eight units" section, **no change in total required units.** *Rationale for revision: removing archived courses.*	M. Golbert	Fall 2015
Theatre	AA Degree	Adding THEATRE-164 & 210 to the "plus twelve-thirteen units from the following" section of the degree, **no change in total required units.** *Rationale for revision: adding new courses into degree.*	P. Wickline	Fall 2015
Theatre Arts	AA-T Degree	Adding THEATRE-164 to the "Plus nine units from the following that have not yet been taken above" section of the degree, **no change in total required units.** *Rationale for revision: adding new courses into degree.*	P. Wickline	Fall 2015
Theatre Performance	AA Degree	Adding THEATRE-164 & 210 to the "plus eight units from the following" section of the degree, **no change in total required units.** *Rationale for revision: adding new courses into degree.*	P. Wickline	Fall 2015

-Motion to approve all Consent Calendar Items on the April 2nd, 2015 Curriculum Committee Agenda; Motion by Anne Marenco, second by Diane Solomon. All in favor: Unanimous.

NEW COURSES-Discussion of Need:

Subject	#	Title	Description of action	Author	Effective
ENGL	104	Introduction to Professional Writing	3 units, 54 hours lecture, not repeatable, **new SLO's (2), new prerequisite of ENGL-091 or ENGL-094, or ENGL-096, or ESL-100.**	L. St. Martin	Fall 2015
~~KPET~~	~~209~~	~~American Sports in Film~~	*3 units, 54 hours lecture, not repeatable,* **~~new SLO.~~** *Existing course, course has been submitted as a modification.*	K. Fisher	~~Fall 2015~~

-Motion to approve the need for the ENGL-104 new course proposal: Motion by Anne Marenco, second by Tina Waller. All in favor: Unanimous.

NEW COURSES:

Subject	#	Title	Description of action	Author	Effective
MEA	210	Intermediate News Reporting/Writing	3 units, 54 hours lecture, **new SLO, new recommended preparation of MEA-110.** *Rationale for new course: Journalism and Media Industry, graduates are expected to have a thorough comprehension of creating content from both a visual and written perspective.*	D. Brill	Fall 2015

-Motion to approve MEA-210: Motion by Anne Marenco, second by Julie Jacobson. All in favor: Unanimous.

MODIFIED PROGRAMS:

Program	Degree/Certificate	Description of action	Author	Effective
Elementary Teacher Education	AA-T Degree	52 required units based on state approved Transfer Model Curriculum (TMC), **Modified Program SLO.** *Rationale for program modification: Required degree per SB-440. To avoid duplication, the committee decided to modify the existing Liberal Studies degree to match the Elementary Teacher Education AA-T and rename it Elementary Teacher Education AA-T. The AA-T provides students with increased transferability.*	C. Stephens	Fall 2015

-Motion to approve the Elementary Teacher Education AA-T Degree: Motion by Tina Waller, second by Cindy Stephens. All in favor: Unanimous.

NEW PROGRAMS:

Program	Degree/Certificate	Description of action	Author	Effective
~~Journalism~~	~~AA-T Degree~~	~~18 required units based on state approved Transfer Model Curriculum (TMC),~~ **New Program SLO.** *Item tabled for further discussion with department.*	D. Brill	Fall 2015

NEW/MODIFIED PREREQUISITES:

Title	#	Title	Suggested Enrollment Limitation	Author
ECE	220	Adult Supervisions and the Mentor Process in Early Care and Education	Added prerequisite of ECE-131 and recommended preparation of ENGL-1011/101H.	C. Stephens
MEA	210	Intermediate News Reporting/Writing	New recommended preparation of MEA-110.	D. Brill
PSYCH	101H	Introduction to Psychology – Honors	Changed prerequisite of ENGL-101/101H to recommended preparation.	R. Rowe

Discussion Items:

1. 2015-2016 Curriculum Committee Calendar. The Curriculum Committee reviewed and agreed with the proposed 2015-2016 Curriculum and Senate meeting dates.

2. Technical Review Homework. The remaining courses on the 5 year revision list that have not yet been reviewed will be split up and send to the committee members for review.

CURRICULUM COMMITTEE SUMMARY

April 16th, 2015   3:00 pm – 5:00 pm   BONH-330

Items on "Consent" are recommended for approval as a result of a Technical Review meeting held on March 30th, 2015.

<u>Members present:</u> Backes, Patrick – Curriculum & Articulation Coordinator; Bates, Mary – Math, Science & Engineering; Brill, David – Fine & Performing Arts; Hilliard, Lee – Career & Technical Education; Karlin, Ron – Learning Resources; Lowe, Ann – Co-Chair, Faculty; Marenco, Anne – Social Science & Business; Matsumoto, Saburo – Member at Large; Ramey, Shane – Adjunct Faculty; Solomon, Diane – Student Services

<u>Members absent:</u> Green, Audrey – Co-Chair, Administrator; Hyatt, Rhonda – Physical Education & Athletics; Jacobson, Julie – Member at Large; Ruys, Jasmine – Admissions & Records; Stephens, Cindy – Education; Waller, Tina – Allied Health

TECHNICAL CHANGE MEMOS on consent:

Program	Degree/Certificate	Description of action	Author	Effective
Early Childhood Education – Special Education	Certificate of Achievement	Removed PSYCH-172/172H, and ECE-116A, 116B, 116C, 175. Added ECE-127 and 165. **Total required units increased to 32 (formerly 30).** Total required units were incorrectly reported on the 3/5/15 Curriculum Summary.	C. Stephens	Fall 2015
Early Childhood Education – Supervision & Administration of Children's Programs	Certificate of Achievement	Removed PSYCH-172/172H, and ECE-116A, 116B, 116C, 144, 151, 155, 156, 175. Added ECE-127, 129, 131, and 220. **Total required units remain at 30.** Total required units were incorrectly reported on the 3/5/15 Curriculum Summary.	C. Stephens	Fall 2015

DELETED COURSES on consent:

Subject	#	Title	Description of action	Author	Effective
SOLAR	052	Solar Thermal Systems	Course will no longer be offered and will be removed from the Solar Energy Technician Certificate of Specialization.	L. Hilliard	Fall 2015

MODIFIED COURSES on consent:

Subject	#	Title	Description of action	Author	Effective
ARCHT	270	CAD 3-D Modeling/Animation	Revised objectives and content, **added recommended preparation of ARCHT-084 or ID-084.** *Rationale for revision: 5 year revision.*	D. Minarsch	Fall 2015
ARCHT	280	Design IV – Advanced Design	**Revised SLO,** revised objectives and content, updated textbook. *Rationale for revision: 5 year revision and department discussion indicated revised SLO would serve student assessment better than previous SLO.*	D. Minarsch	Fall 2015

ART	236	Sculpture II	Revised objectives and content, updated textbook. *Rationale for revision: 5 year revision.*	R. Edwards	Fall 2015
CIT	101	Introduction to Computers	Revised description, objectives and content. *Rationale for revision: 5 year revision.*	M. Lipman	Fall 2015
CIT	170	Web Site Development I	Revised description, **revised SLO's (2),** revised objectives and content, updated textbooks. *Rationale for revision: 5 year revision and department discussion indicated revised SLO would serve student assessment better than previous SLO.*	M. Lipman	Fall 2015
COUNS	142	Learning to Learn	**Changed to 3 units (formerly 2 units).** Revised description, **revised SLO,** revised objectives and content, updated textbook. *Rationale for revision: 5 year revision and department discussion indicated revised SLO would serve student assessment better than previous SLO.*	E. Alonso	Fall 2015
ID	100	Careers in Architecture, Interior Design and Related Fields	Revised content and updated textbooks. *Rationale for revision: 5 year revision.*	D. Minarsch	Fall 2015
ID	101A	Introduction to Architecture Design	**Revised SLO,** revised objectives and content, updated textbook. *Rationale for revision: 5 year revision and department discussion indicated revised SLO would serve student assessment better than previous SLO.*	D. Minarsch	Fall 2015
ID	101B	Introduction to Interior Design Lab	Revised objectives and content, updated textbook. *Rationale for revision: 5 year revision.*	D. Minarsch	Fall 2015
REC	101	Recreation and Leisure in Contemporary Society	Revised objectives and content, updated textbook. *Rationale for revision: 5 year revision.*	R. Hyatt	Fall 2015
REC	102	Planning Programs and Events for Recreation Experiences	Revised objectives and content, updated textbook. **Added DLA.** *Rationale for revision: 5 year revision.*	R. Hyatt	Fall 2015
REC	103	Outdoor Recreation and the Natural Environment	**Changed title (formerly "Recreation and the Natural Environment).** Revised description, objectives and content, updated textbook. *Rationale for revision: 5 year revision.*	R. Hyatt	Fall 2015
REC	105	Leadership in Recreational and Leisure Services	**Revised SLO,** revised objectives and content, updated textbook. *Rationale for revision: 5 year revision and department discussion indicated revised SLO would serve student assessment better than previous SLO.*	R. Hyatt	Fall 2015
SOCI	108	Thinking Critically About Social Issues	Revised objectives and content, updated textbooks. *Rationale for revision: 5 year revision.*	P. Paez	Fall 2015
SOCI	200	Introduction to Women's Studies	Revised description, **revised SLO,** revised objectives and content, updated textbook. *Rationale for revision: 5 year revision and department discussion indicated revised SLO would serve student assessment better than previous SLO.*	S. Helfing	Fall 2015
SOCI	200H	Introduction to Women's Studies - Honors	Revised description, **revised SLO,** revised objectives and content, updated textbook. *Rationale for revision: 5 year revision and department discussion indicated revised SLO would serve student assessment better than previous SLO.*	S. Helfing	Fall 2015

MODIFIED PROGRAMS on consent:

Program	Degree/Certificate	Description of action	Author	Effective
Solar Energy Technician	Certificate of Specialization	Removed SOLAR-052 from certificate, **total units required decreases to 8 (formerly 13 units).**	I Hilliard	Fall 2015
Theatre Arts	A.A.-T Degree	Adding THEATRE-210 to the "Plus nine units from the following that have not yet been taken above" section of the degree, **no change in total required units.**	P. Wickline	Fall 2015

-Motion to approve all Consent Calendar Items on the April 16th, 2015 Curriculum Committee Agenda; Motion by Mary Bates, second by Diane Solomon. All in favor: Unanimous.

NEW COURSES:

Subject	#	Title	Description of action	Author	Effective
CIT	076	Introduction to WordPress	1.5 units, 18 hours lecture, 27 hours lab, **new SLO's (2), new DLA.** Course proposed in be added to the Website Development Certificate of Specialization. *Rationale for new course: Course was strongly recommended by the CIT Advisory Committee due to strong demand for employees with WordPress skills. The course is to be incorporated into the Certificate of Specialization in Web Development.*	A. Stroner	Fall 2015

-Motion to approve CIT-076: Motion by Mary Bates, second by Diane Solomon. All in favor: Unanimous.

NEW COURSES-DISCUSSION OF NEED:

Subject	#	Title	Description of action	Author	Effective
~~ART~~	~~116~~	~~Art of the Ancient Americas~~	~~3 units, 54 hours lecture,~~ **new SLO.** ~~Comparison to C ID ARTH 145 Descriptor. Course proposed to be added to the Studio Arts A.A. T Degree.~~ *The committee members felt that due to the lack of transfer to CSU campuses that the Art Department should not pursue this course. As an alternative, the committee suggested that the Art Department may want to look into the "Art of Africa, Oceania, and Indigenous North America" (C-ID ARTH 140) as this course transfers to more CSU campuses including CSUN.*	M. McCaffrey	~~Fall 2015~~

NEW/MODIFIED PREREQUISITES:

Title	#	Title	Suggested Enrollment Limitation	Author
ARCHT	270	CAD 3-D Modeling/Animation	Added recommended preparation of ARCHT-084 or ID-084.	D. Minarsch

NEW DISTANCE LEARNING ADDENDUMS:

Title	#	Title	TYPE OF DELIVERY	Author
REC	102	Planning Programs and Events for Recreation Experiences	100% Online.	R. Hyatt

New Courses Includes ISA's	1	Modified Non Credit Courses	-0-	Modified Prerequisites	1
New Programs	-0-	New DLA's	1	Deleted Courses	1
Modified Courses	16	New SLO's	2	Deleted Programs	-0-
Modified Programs	2	Modified SLO's	7	Proposals Reviewed in Technical Review Session	16
New Non Credit Courses	-0-	New Prerequisites	-0-	Proposals Returned from Technical Review Session	8

Center for Civic Engagement and Social Responsibility
Summary Report of the COC Visitation Team
March 20, 2015, to De Anza College

Visitation Team Members:
Gina Bogna,
Jared Moberg,
Christine Colindres,
James Glapa-Grossklag,
Patty Robinson
Jerry Buckley
David C. Andrus,

Site Visitation Purpose/Goal

A team of faculty, students, and administrators traveled to De Anza College to learn more about the college's outstanding Institute for Community and Civic Engagement Center. The team met with the Center's director, faculty members, students, College President, Associate Vice-President of Academic Affairs, Vice-President of Student Affairs, as well as others. The team not only discussed the program during a one-hour lunch; but, more importantly, sat with key participants for over three hours to discuss the Center. As a result, a multitude of questions were asked, all of which provided a rich dialog between all participants. The information learned during this visitation will assist COC in planning its own civic engagement program.

Initial Findings: DeAnza Institute of Community and Civic Engagement

-The DeAnza Program was established in Instruction.

-The DeAnza Institute of Community and Civic Engagement is overseen by a "Director" who is a full time instructor. The Director was awarded one hundred percent release time but insisted on also teaching two civic engagement courses.

-The program is student centered in its planning and source of programmatic energy.

-The program is centered on project-based learning.

-The program was initiated through the development of a campus-based focus group addressing program components such as assessment, instruction, community outreach, sustainability and program viability.

-The program requires physical space on campus to ensure viability and vitality.

-The DeAnza program grew to its current capacity piecemeal and applied its resources, time and energy judiciously to ensure measurable success and manageability.

-The program has produced new curriculum to support related civic engagement subject matter.

-The program has infused its existing curriculum to emphasize civic engagement subject matter and topics.

-The new and existing curriculum is used to substantiate multiple options: a Leadership and Social Change Certificate, and transfer opportunities focusing on leadership and community studies.

-DeAnza College notates students' official transcripts with "CE" for those civic engagement courses taken.

-The program has multiple assessment measures for assessing student learning outcomes.

-The program's mission is now part of the core competency of the campus.

-The program benefits from a community advisory board, the result of which has allowed for the development of community organizing as a project and discipline and other community learning partnerships; a well-established relationship with Los Angeles Trade Tech College is one example.

-The program is building its community service-learning program.

-The program offers paid student internships (not CWEE), some of which are coordinated with and offered by the full time faculty union.

-The DeAnza program has created a host of other project-based learning initiatives related to matters of equity, mentorship and life long civic engagement learning.

Visiting Team's Initial Recommendation for the COC Civic Engagement Program

Overall, De Anza's Center provides an excellent example of a Civic Engagement Center; however, given its demographics, location, and regional politics, it ensures a model, but not a template for COC to emulate. Both colleges possess similar, as well as very different strengths. It is important to recognize, for example, the amount of project-based learning already taking place at COC, as well as the groups that can begin phase one of an informal civic engagement infrastructure. Greater time is necessary to provide for implementation and completion of additional phases, all of which will lead to a formal, as well as institutionalized and sustainable infrastructure campus-wide. A major take away from the visitation is the need for long term integrated planning, especially as it relates to curriculum development and any related outcomes. It is a complex planning process that reaches into critical areas of campus governance. It is important to stress that civic engagement is all inclusive. Equity becomes a key issue in civic engagement. Consequently, Equity funding appears a logical funding source to move the Center forward. Without doubt, the team's objective is to foster student success and retention and remains the key outcome to any civic engagement initiative. Measurable student learning is required.

The COC visitation team has reached a consensus as to a proposed first stage of development for a *Center for Civic Engagement and Social Responsibility* at COC. The following core recommendations and acknowledgments provide the cornerstone of our first phase of development of a Center:

- **The concept of civic engagement is firmly grounded in Instruction, although components from Student Services and other campus services play an**

integral role in facilitating instructional activities. In other words, for students to develop a "mindset" of civic engagement, this will only occur through teaching, learning, and self-reflection of activities, not by simply performing an activity. It is essential the Center is "housed" in Instruction, and all related curriculum development, service-learning and volunteer opportunities, as well as club and honor society activities, work hand-in-hand with faculty and instruction. (These points were strongly suggested, as well as evidenced by the De Anza model. Since, as they suggested, and the COC team agrees, civic engagement is foremost a mindset.)

- **Student/Instructor Foundation** - At the core of student motivation to embrace civic engagement is the strength of the student-instructor relationship. During the DeAnza visitation students that participated in the program cohort each identified the inspiration and positive influence of a faculty member that propelled them to seek greater involvement in the civic engagement program.

- **Dedicated Physical/Facility Space** – as emphasized by DeAnza officials, a physical space singularly dedicated to civic engagement is necessary to give life and ownership to the program; most importantly to the perspective of students dedicated to the program.

- **Faculty Director** - The person designated to oversee the program must have a passion for civic engagement and a profound understanding of its underlying subject matter and content; most likely found in that person's formal professional training. The program should be overseen and administered by faculty.

- **Faculty support is crucial to promoting and moving forward with a Center, especially regarding coordinator and faculty liaison positions.** In order to ensure programmatic success, faculty liaisons or department coordinators are critical to provide support. The Department of Political Science, in particular, will play a significant role in the ongoing functions of a COC

Center. The same was found to be true at DeAnza College. Given the time and energy necessary to provide such support, 20-30 percent release time for those faculty willing to participate is necessary to ensure overall quality and sustainability of effort to ensure programmatic success. This release time would be necessary for any discipline/Academic Department intimately involved in the program. By default, much of the onus falls squarely on the Department of Political Science and thus a reconsideration of its full-time staffing needs is warranted. Overall, the faculty participants must be those that display immense passion for the subject matter of civic engagement and for the overall mission and success of the Center.

- **Staff Support for the Center** - an administrative assistant is required. The faculty director can provide the overall guidance of the Center, as well as oversee day-to-day activities, including future curriculum develop, civic engagement events, etc. However, without administrative support, growth and success of the program will be mitigated.

- **Infuse civic engagement ideas, principles, and concepts into existing disciplines and courses (short-term); and, as the Center progresses, develop specific civic engagement curriculum (long-term).** Ideally, this will also involve incorporating service-learning throughout select courses and disciplines like sociology, political science, and history, for example, not to mention philosophy and communications studies. In order to encourage additional faculty support, incentives are encouraged; including faculty stipends to develop and modify current courses to become designated as civic engagement or "CE" courses. This would include adding either a service-learning assignment as extra credit; or, preferably, incorporating a project as part of a required assignment. (De Anza identifies such courses in its schedule of classes and its student transcripts.) Service-learning workshops can be offered over the summer to assist faculty in developing civic engagement assignments.

- An example of how to "infuse" civic engagement at the instructional level includes Congressman McKeon's papers. Unless faculty "connect" conceptual ideas, methods or terminology from a discipline to his written work, the papers remain important but hold little significance for students. Hence, having sociology or political science students conduct content analysis on a proposed hypothesis related to the "public good," for example, and then provide analyses and self-reflections, his papers take on significant meaning. When an instructor places this assignment within a larger political and sociological context examining political and social outcomes related to state, nation and global concerns, then you have true civic engagement. The activity takes on meaning that literally has the potential to shape a student's perspective about a political event or social consequence, as well as to foster a life-long awareness of civic engagement.

- **Keep civic engagement student-centered and community driven.** The team strongly believes that civic engagement projects, activities, and events, should find their inception among student interests. We believe once you "tap" the interests of students you have the potential to get them excited about their academic achievements, especially through civic engagement. (This includes identifying the interests of students participating in ASG, COC Honors, student clubs, MUN, FBLA, honor societies, and in all courses campus wide.) In addition, community partners, especially those representing non-profits, should have a voice in shaping civic engagement outcomes, especially regarding community work. Hence, it is important to convene students and community partners, as well as campus members to form a focus group. We believe that with dialog, not only will a multitude of ideas be identified, but potential annual "themes" will surface. The team proposes a general campus-wide civic engagement theme permeate throughout the campus each year.

- **Campus Focus Group** – because of the myriad ideas related to a proposed center, "paralysis by analysis" and unintended loss of focus might occur.

Consequently, a permanent and ongoing campus focus group is necessary to harness all of the ideas into a manageable short and long term strategy of implementation and coordination. The focus group will consist of all relevant campus constituents, most importantly, students. Among other things, the focus group will initiate loops of information and communication as well as create workshops and conferences to incubate ideas, again, namely among students. The charge and mission of the focus group can be developed over time.

Immediate Next Steps

-Present the findings of the visitation group to the necessary campus constituents for informational awareness, input and to obtain "buy in". Determining viability of any particular aspect of the program rests with collaborative input.

-Solicit the interest and participation of faculty, students and college staff to participate on a focus group. (From that initial group, decisions will be made about appropriate community partnerships to join the focus group. Additionally, the visitation team identified many particular manners of program development that are ready to be discussed but not appropriate or necessary for this initial summary of findings.)

-To focus on the April 17th Honors Steering Committee's Student Leadership Conference addressing Civic Responsibility and Mutual Respect. Students, faculty, and staff, as well as SCV community partners (e.g., service-learning partners) will be invited to this event. Not only will participants learn about the concept of civic engagement, but they will work in groups to complete an institutional matrix identifying how the campus can better address the concept of civic engagement. Discussion will also occur; and, true to our goals, will serve as our initial focus group.

-Have ASG present these findings to its members for initial feedback, interest and concern. ASG will also have internal discussion about how its leadership and representative structure will include ongoing participation in the focus group as well as the overall civic engagement.

COLLEGE OF THE CANYONS

Admissions & Records
Student Progress/Attendance Verification Form

To Student: Please have the instructors of all your classes compete this form. You are responsible for returning this form to the requesting agency on time.

To Instructors: This form assists us in analyzing student progress towards educational goals. Complete this form for the student below. Please be as specific as possible so we can provide the appropriate support services for the student.

_____   _____
Student's Name   *Student ID #*

Course Number	Course	Units	PROGRESS Above Avg.	Avg.	Below Avg.	ATTENDANCE Regular	Inconsistent	Poor	GRADE Grade to Date	Instructor's Signature

If no assessments have been given yet, please indicate student's level of participation indicating comprehension or other indicators you use.

INSTRUCTOR'S COMMENTS/RECOMMENDATIONS ARE ENCOURAGED. USE BACK IF NECESSARY.

_____
_____
_____

A&R Form #078
Rev. 3 06

Performance Indicators Sub-Committee <u>DRAFT</u>

College-Wide Indicators and Targets

ACCJC Annual Survey Items	Average Baseline (2012-13)	2014-15 Performance Relative to the Standard	Standard (2015-16)
Completion (success)-fall term	74%	72% ⬇	76%
Retention Fall to Fall (persistence)-excl isas	57%	67% ⬆	60%
AA/AS Degrees AY	1,061	1,354 ⬆	1,114
Certificates of Achievement AY	466	820 ⬆	489
Number of Transfers AY	1,884	1,436 ⬇	1,978
Additional Indicators from Scorecard			
Progression-Basic Skills to College Level English	37%	51% ⬆	39%
Progression-Basic Skills to College Level Math	36%	39% ⬆	38%
Progression-Basic Skills to College Level ESL	21%	39% ⬆	22%
Career Technical Education Completion	45%	44% ⬇	47%

Revised –04/20/15

IEPI Indicator Framework: Historical Data and Goals (Short and Long-Term)

Student Achievement Indicators:	2009-10	2010-11	2011-12	2012-13	2013-14	Short-Term Goal (1 year)	Long-Term Goal (6 years)
Successful Course Completion (annual)	84.7%	85.5%	76.8%	75.7%	75.5%	76%	78%
Completion Rate-Overall (Scorecard)	51.7%	58.2%	56.2%	58.7%	54.3%	55%	57%
Completion Rate-Unprepared	44.7%	50.5%	49.0%	52.4%	47.1%	48%	50%
Complete Rate-Prepared	76.8%	81.4%	79.3%	80.2%	80.4%	80.4%	80.4%
Remedial Rate (Scorecard)							
Math	33.0%	37.1%	34.6%	39.6%	38.9%	40%	42%
English	50.0%	49.0%	49.9%	53.2%	51.4%	55%	60%
ESL	30.3%	27.3%	29.8%	29.1%	39.0%	40%	42%
CTE Rate (Scorecard	46.9%	44.9%	45.9%	47.6%	43.6%	44%	45%
Completion of Degrees	929	1,030	1,092	847	1,354	1,500	1,800
Completion of Certificates	268	529	393	546	820	900	1,000
Other IEPI Indicators:							
Full-Time Equivalent Students	16,649	15,592	14,307	14,208	15,623	15,481.6	16,695.8
Fund Balance	13.9%	16.0%	12.7%	11.8%	11.0%	TBD	TBD
Audit Findings	Unmodified	Unmodified	Unmodified	Unmodified	Unmodified	Unmodified	Unmodified
Salary and Benefits	79.1%	81.7%	86.2%	85.8%	84.2%	TBD	TBD
Annual Operating Excess/Deficiency	1,023,847	1,780,514	(2,955,433)	737	29,767	TBD	TBD
Cash Balance	7,770,287	6,366,620	1,340,431	11,804,926	10,647,434	TBD	TBD
Accreditation Status	Fully Accredited-No Action	Fully Accredited-No Action	Fully Accredited-No Action	Fully Accredited-No Action	Fully Accredited-No Action	Fully Accredited-No Action	Fully Accredited-Reaffirmed

04/20/15

Appendix C

Hiring Procedures:
• **Adjunct**

Academic Hiring Procedures for Adjunct Positions

Effective July 1, 2003

1. Preface

In general the same underlying philosophy for the hiring of full-time faculty members also applies to the hiring of adjunct faculty. There are, however, additional issues and concerns that need to be addressed when selecting adjunct faculty members.

1.1. The necessity of ensuring quality and high levels of teaching excellence is not incompatible with the recognition that flexibility and speed may be needed when filling adjunct positions. With care, the two issues can be complimentary.

1.2. We should recognize the practical fact that a vast majority of successful applicants for full-time faculty positions start as adjunct, so we must be sure that we do not inadvertently "narrow the gate" by having too restrictive of a procedure for hiring adjunct.

1.3. However, since our primary concern should be the educational experience of our students, who should not have to worry whether an adjunct or Full-time faculty member is teaching them, we should ensure that the professional qualities of ALL faculty members are of the highest caliber.

2. Department Chair and Designee

2.1. For the purposes of efficiency, any references to "Department Chair" may be read as "Department Chair or designee."

2.2. During the summer, or when the college is in recess, if the Department Chair will not be available he/she should identify a designee. If there is not designee, the Academic Senate President may appoint a designee.

3. Recruitment

3.1. The Human Resources department will establish a schedule for publishing generic announcements for adjunct positions. Inclusion of academic departments on these announcements and all other related college-recruitment materials will be in coordination with the Instruction Office and the Department Chairs.

3.2. Before conducting any supplemental recruiting, departments should notify the Human Resources Office. Human Resources will assist the department in ensuring that all legal requirements as well as the overall goals of the college recruiting processes are met.

3.3. The Human Resources Office will keep applications for a period of two years.

4. Minimum Qualifications

4.1. Students are entitled to the best possible instruction regardless of whether it is being delivered by an adjunct or a full-time faculty member. As such, the procedures for determining Minimum Qualifications and Equivalencies are the same for both adjunct and full-time faculty hires.

4.2. If an individual satisfies the equivalency for a particular discipline, he/she retains his/her status as meeting the equivalent minimum qualifications for that discipline for as long as he/she maintains continual academic employment with the college. He/she retains equivalency for that discipline, and may continue to use that equivalency to qualify for any future adjunct and full-time hires within that discipline.

4.3. However, if an individual is not employed for two consecutive regular semesters, he/she must re-apply via the Adjunct Re-Employment Application form to be placed into the eligibility pool. If an individual is not

employed for more than three years, he/she must undergo a new application and interview process. In both cases, the individual must meet the minimum qualifications and equivalency procedures that are in effect at that time.

Required documentation

4.4. All applicants are to complete the following:

- Appropriate district application,

- Unofficial copies of transcripts,

- Resume

- Three professional letters of reference are required highly recommended. TheSubmitted letters must have been signed and dated within   the last five years. (Student classroom evaluations are not considered professional letters of reference.)

4.5. Current adjuncts interested in teaching in other disciplines can submit an Adjunct-Additional Interest Form instead of completing an entire new application. They must still undergo the interview process.

Any required documentation must be submitted to the Human Resources Office prior to an interview being established.

5. Screening/interviewing committee

5.1. All committees to screen and/or interview adjunct applicants must consist of at least two individuals.

5.2. The Department Chair will chair the committee. It is strongly encouraged that the second committee member should be a full-time faculty member from within the same department; however, another full-time faculty member or an educational administrator may also serve as the second committee member.

5.3. The Senate and the Instruction Office may agree to add additional members to the committee to provide for increased expertise and input.

5.4. To ensure institutional integrity in the hiring process, it is desirable that the Human Resource Office arranges   the interviews.

5.5. However, in some cases it might be necessary for the committee chair to schedule the interviews. In these cases, the committee chair must contact and coordinate with the Human Resource office to complete any and all other arrangements for the interviews.

6. Eligibility list

6.1. Candidates who have successfully completed the interview process will be placed on the eligibility list. However, no candidate will be placed on the eligibility list until the Human Resource Office has verified the minimum qualification of a potential faculty member, as determined by the Senate equivalency procedure.

6.2. The department chair will recommend to the Instruction Office a list of individuals who are best qualified to teach particular courses. For those classes that are offered in a non-traditional format (e.g., PACE, Distace-Ed), the Department Chair may consult with the appropriate coordinator/administrator of those programs to determine the best qualified for particular sections.

6.3. Only the Instruction Office, based on the recommendation list provided by the Department Chair, may make an official offer of employment.

6.4. Individuals who have not been employed at the College for two consecutive, regular semesters will be removed from the eligibility list and must reapply per the requirements of section 4.3.

7. Emergency Hires

7.1. An "Emergency hire" is one that occurs when there are less than two working days prior to the scheduled   start of a class section.

7.2. In emergency hires, a formal committee is not necessary. However, unofficial transcripts and completed District Application must be submitted prior to employment. All other required documentation (e.g., official tran-

scripts, "new hire packet", letters of recommendation) must be submitted prior to the first pay period.

7.3. Established minimum qualifications and equivalencies cannot be waived for "emergencies".

7.4. If an emergency hire wishes to be placed on the eligibility list for future teaching assignments, the Department Chair and/or Division Dean must ensure that the faculty member completes the regular hiring procedures.

7.5. The Human Resources Office will provide the Instruction Office, Department Chairs, and Academic Senate with a list of all "emergency hires" each semester.

8. Follow-up Responsibilities

The Committee Chair is responsible to ensure that all committee materials and required committee documents are returned to the Human Resources Office.

March 23, 2015

TO: Dr. Dianne Van Hook, Chancellor
               Paul Wickline, President, Academic Senate

FROM: Wendy Brill–Wynkoop, Jerry Buckley, Co-Chairs, Academic Staffing

CC: Academic Staffing Committee Members

RE: Academic Staffing Committee Clarifications and Procedures

Attached, please find the final draft of revisions to the Academic Staffing Committee *Clarifications and Procedures Document*. We would be happy to meet with you at your convenience to discuss the revisions.

Paul – can you please place this on the Academic Senate Agenda for discussion?

Academic Staffing Committee
Clarifications and Procedures
Revisions 2013-2014

I. Purpose
The purpose of the Academic Staffing Committee (ASC), a part of the ~~shared governance~~ **collegial consultation** process, is to recommend to the Chief Executive Officer (CEO) the hiring priority of all **full-time** academic faculty positions, including those defined as vacancies created by retirements, terminations, and resignations.

II. Membership
Membership as defined by the Academic Senate shall consist of the following:

- The Chief Instructional Officer, and one faculty member appointed by the president of the Academic Senate, shall act as co-chairs.

- The Chief Student Services Officer

- One full-time, faculty representative from each of the following divisions:
  Allied Health
  CTE/CWEE
  Education
  Fine and Performing Arts
  Humanities
  Learning Resources
  Math/Science
  Physical Education
  Social Science/Business
  Student Services

- **The Vice President of Human Resources as** a non-voting representative from Human Resources
- Additional non-voting members may be added as resource members by mutual agreement of co-chairs.

III. Protocols and Business

1. The ASC will meet on a monthly basis during the academic school year, or as needed by mutual consent of the committee chairs

2. All faculty members will be notified of the timetable and the selection guidelines.

3. Committee members will be present to hear all presentations.

   a. Faculty and administrators are invited to listen to in-person presentations.

4. Department Chairs, designees and/or Division Deans may make presentations.

   a. ASC members shall not make presentations for new faculty but may select a designee.

5. The ASC will deliberate and ~~vote~~ **make a recommendation** on each **district-funded** position; new or vacant. ~~categorical, grant funded, or district funded.~~

6. The ASC Chairs will notify the Academic Senate and the CEO of the Committee's recommendation and the selection guidelines used for the selection.

    a. The ASC will classify requests for *New* or *Vacant Faculty Positions* as urgent, strongly recommended, recommended, or not ranked.

    b. Each category will be listed in ~~alphabetical order~~ **rank order by year.**

~~7. Full-Time Faculty Obligation Number (FON)~~

~~c. FON is the minimum number of full-time faculty required per district as set by the California Community College Chancellor's Office.~~

~~d. The college should, subject to funding considerations, strive to maintain a greater number of full-time faculty than the minimum required by FON.~~

~~e. Exceeding FON will help prevent last minute or rushed hiring to meet FON.~~

7. The ASC shall maintain an ongoing list of *New Recommended Positions*, *Vacant Funded,* and *Vacant Un-funded* positions, and the status of those positions will be posted to the ASC website from 2007 forward.

8. Full-time faculty hiring matters should be brought to both ASC Co-Chairs for consultation prior to Board authorization for hire of full-time faculty. If the ASC Faculty Chair is unavailable consultation shall be made with the Academic Senate President.

9. When there has been Board authorization for hire of a *New Position* or *Replacement Position*, but the Full-Time Hiring Committee has failed to identify a suitable candidate for that position, then:

    a. The Full-Time Hiring Committee should continue to seek a suitable candidate for rehire of the position.

    b. If the Full-Time Hiring Committee cannot fill the position the Full-Time Hiring Committee ~~should consult~~ **will notify** both ASC Co-Chairs. If the ASC Faculty Chair is unavailable, ~~consultation~~ notification shall be made ~~with~~ **to** the Academic Senate President.

    c. *Human Resources* ~~should consult~~ **will notify** both ASC Co-Chairs before an *Interim Position* is hired. If the ASC Faculty Chair is unavailable, ~~consultation shall be made with~~ **notification will be made to** the Academic Senate President.

IV. Voting Methods

1. It is the responsibility of each ASC member to vote in the best interest of the College.

2. ASC members must review all position requests and be present for all in-person presentations in order to vote for a specific position. The ASC may choose to use averages or mean of ranking to vote.

3. A common rating system will be used for all positions. The details of this system will be made available to individuals making presentations

4. All ASC members are voting members except for the Chief Instructional Officer and Faculty Co-Chair, who will vote only in the event of a tie.

V. Definitions

1. A *Vacant Faculty Position* is defined as a funded position, vacated by resignation, retirement, illness or death of a faculty member.

2. A *Vacant Unfunded Faculty Position* is defined as an unfunded position, originally vacated by resignation, retirement, illness or death of a faculty member, which has been reviewed and recommended by the ASC, but become unfunded following the academic year in which the vacancy occurred.

3. A *New Position* is defined as an unfunded position, which has not existed previously, or is a *Vacant Unfunded Position,* whether categorically or district funded.

4. An *Interim Position* is defined as a full-time temporary position, up to a one-year assignment, in which the tenure process begins. ~~Within this year the *Vacant Position* should be brought before the ASC for review and recommendation.~~ *Interim Positions* are designed to temporarily fill a needed position because allowing the position to remain vacant while waiting for hire of a permanent replacement would be detrimental to the Program.

   a. ~~*Detriment to the Program* is to be determined based on timing of the vacancy, availability of Adjunct Faculty to temporarily staff the position, and legal mandates or requirements for Full-Time Staff.~~

5. A *Permanent Position* is funded and defined as having an unchanging status as a full-time permanent position. A *Permanent Position* is not equivalent to an *Interim Position.*

6. *Consultation* is defined as engaging the ASC in seeking information, advice and or guidance in determining a course of action.

VI. Considerations for Vacant Faculty Positions

1. Recommendations for *Vacant* (replacement) *Positions* should remain separate from the recommendations for *New Faculty Positions*. *Vacant Positions* remain funded for the next academic year and become *Vacant Unfunded Positions* thereafter.

2. In general, when there is a *Vacant Faculty Position*, the college will strive to hire a replacement instructor for the department where the vacancy took place. To ensure that replacement of the retired or resigned faculty member is the best possible option for the college, the ASC will meet to review the needs of the department and ~~determine~~ **recommend** using similar methods to guidelines for *New Positions*, if the department should have primacy in replacement.

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3. The Department Chair or designee and/or Division Dean will make a presentation to the ASC in support of the assertion their department should have primacy in replacing the faculty position.

4. If the committee decides the vacant position is not a College priority, the position should be filled by a discipline on the "new faculty" recommendations list, preferably within the same division.

5. If a *Vacant* Faculty Position remains unfilled, at the end of the next fiscal year the position becomes a *Vacant Unfunded* position. The department must follow the guidelines for "call for presentations for request of new faculty positions" if seeking to replace a *Vacant Unfunded* position.

VII. Guidelines for Review of Vacant Positions

1. Once the Human Resources Department notifies the ASC of a recent or upcoming full-time vacancy in a program, the ASC reviews this vacancy at its next monthly meeting and will make a recommendation to the CEO regarding the replacement. (Please note: the ASC cannot review any positions until the Human Resources Department receives an official letter of resignation or intent to retire.)

2. The Department Chair must prepare a one-page, one-sided document to be submitted to ASC Co-Chairs. This document will be shared with the entire ASC and used in evaluating the need for the replacement position and forwarded to the CEO.

3. The ASC may invite the Department Chair and/or Division Dean to be available at the next ASC meeting, as a resource for the ASC should any questions regarding the replacement position arise.

4. The one page document should include the following:

    a. Title of position

    b. Brief job description (approximately two sentences)

    c. Justification for changes in the position or job description since last hire – for example: an English generalist instructor retires but the department would like to make an argument for a basic skills instructor (if applicable)

    d. Program review data (current number of full time and part time faculty, FTEF, load, etc.) For consistency use only current data, information available on the staffing committee intranet page, as your data source.

    e. Funding source for this position (if applicable)

    f. Any other **Additional** information that may be helpful to the ASC in making recommendations, if applicable, including but not limited to **how the position**:

        i. Improves adjunct/full time ratio

        ii. Meets an important employment / job market demand

        iii. Addresses historically low WSCH/FTE

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      iv. **Contributes to the** coordination of programs, staff

      v. Addresses access, equity, retention issues

      vi. Addresses regulatory / legal compliance issues

      vii. ~~Would~~ **Makes** COC more competitive

      viii. **Circumvents** difficulty **of** hiring adjuncts

      ix. **Addresses** department growth and innovation

      x. **Contributes** to future plans for department growth and innovation

5. Materials provided to the committee shall be limited to the one-page, one-sided document, and presentation.

    a. Supplemental materials, including but not limited to visual aids, PowerPoint presentations, props and/or materials that could be construed as inducements, will not be allowed during the presentation

6. Presenters should be timely and punctual or forfeit the current opportunity to make a presentation

VIII. Vacant Unfunded Positions

1. If the Board of Trustees does not authorize rehire of a vacated position within the next academic year, it becomes a *Vacant Unfunded* position.

2. In order to reprioritize this position, the Department Chair, designee, or Division Dean may make a new presentation to the ASC, following the "call for presentations for request of new faculty positions" guidelines.

3. In their recommendations to the CEO, the ASC will give special consideration to *Vacant Unfunded Positions*.

IX. Requests for New Positions

Annually the ASC will:

    a. Review membership, establish criteria for scoring presentations, collect data from recent program reviews, and review ASC voting procedures.

    b. Publish selection guidelines and priorities for the current year prior to the presentations.

    c. Establish a timetable and procedures for faculty presentations and ASC selection.

A "call for presentations for request of new faculty positions" will be sent to the faculty and academic deans.

    a. Presentation scheduling should be established at future meeting times convenient to the majority of the ASC.

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    b. ASC members unable to meet at the established times should secure a substitute for either their conflicting committee or academic obligations.

    c. The ASC will use data collected during program review to maintain consistency.

    d. Each presentation should include a job description for the *New Position* requested.

    e. One-page position descriptions should define the duties and describe desirable qualities for candidates. (The ASC will provide model job descriptions to presenters.)

Faculty or designees shall make presentations for new faculty positions to the ASC.

    a. Deans or designees will make subsequent presentations when appropriate.

    b. The CIO shall make presentations when necessary to provide a global perspective.

    c. The ASC shall determine the number of positions to recommend per availability of funding, the length of term (time frame) of the list, and suggested priorities to be sent to the CEO.

X. Guidelines for New Positions

1. As groundwork for presentations of *New Full-Time Faculty* positions, Department Chairs or Deans must prepare a one-page, one-sided document to share with the ASC.

    a. One-page position descriptions should define the duties and describe desirable qualities for candidates. (The ASC will provide model job descriptions to presenters.) This document will be used in evaluating the need for the new position, and forwarded to the CEO.

    b. Presentations will be limited to ten minutes per department, regardless of how many positions are requested. If the disciplines vary, or the positions differ greatly, i.e. Geography and Astronomy as differing disciplines of Earth Science, this could warrant two separate ten-minute presentations and two separate one-page position descriptions. Alternatively, if the English department were requesting a new position in Developmental English and Transfer English, these two positions would warrant one presentation. Any concerns should be discussed with the ASC Co-Chairs before scheduling a presentation.

2. The one page, one-sided document, and presentation should include the following:

    a. Title of position or positions

    b. If requesting multiple positions, positions must be prioritized

    c. Connection of position to the mission of the college, i.e. basic skills, transfer or CTE

    d. Brief job description (one paragraph)

    e. Program review data (current number of full time and part time faculty, FTEF, load, etc.) – current data is available on the ASC intranet page. For consistency with other presentations this information must be used as the data source.

    f.   Funding source for the position, i.e. categorical or district (if applicable). If funding is categorical indicate the length of time funding is available.

    g.   Staffing history of the department detailing:

        i.   *Vacant Unfunded Positions* not authorized for rehire

    h.   Materials provided to the ASC shall be limited to the one-page, one-sided document, and presentation.

        i.   Supplemental materials, including but not limited to visual aids, PowerPoint presentations, props and/or materials that could be construed as inducements, will not be considered.

    i.   Presenters should be timely and punctual or forfeit the current opportunity to make a presentation

3.   Any other information that may be helpful in making our recommendations (if applicable), including but not limited to:

    a.   Improves adjunct/full time ratio

    b.   Meets an important employment / job market demand / CTE

    c.   Addresses historically low WSCH/FTE

    d.   Coordination of programs, staff / need for "lead" in the discipline area

    e.   Addresses regulatory / legal compliance issues

    f.   Would make COC more competitive

    g.   Scarcity of adjuncts in the discipline area

    h.   Department growth and innovation

4.   After presentations, the ASC will create and maintain a list of *"New Full-Time Recommended Faculty Positions"* for new hire, based on the need for efficiency and current planning.

5.   Recommendations for new faculty positions will be grouped in 4 categories, in alphabetical order under each category:

    a.   Urgent

    b.   Strongly Recommended

    c.   Recommended

    d.   Not Recommended

6.   No position shall remain on the *"New Full-Time Recommended Faculty Positions"* list in excess of 3 years.

7.   In order to maintain current data for positions based on need the ASC will review all recommended positions that have not been moved to the Board of Trustees for authorization to hire, every 3 years.

    a. This review shall include a presentation to the ASC, including the most current program information.

    b. The *"New Full-Time Recommended Faculty Positions"* list shall be updated to reflect the most recent date of review, as well as the original date of recommendation by the ASC. This will assist the ASC in tracking the length of time a program has been waiting for a *New Full-Time Faculty Position* to be moved to the Board of Trustees for authorization to hire.

8. Recommended positions moved to the Board of Trustees for authorization to hire will be removed from the *"New Full-Time Recommended Faculty Positions"* list.

9. Revisiting Presentations

    a. It is not necessary to represent arguments to the committee for *New Full-Time Faculty Positions* that have been placed on the *"New Full-Time Recommended Faculty Positions"* list during the 3-year cycle, unless data or circumstances surrounding the program needs have changed dramatically since the initial presentation; i.e. Change in legal mandate, extreme program growth, increase in *Unfunded Vacant Positions*.

XI. Considerations for Grant Funded / Categorical Faculty Positions

1. All *New Full-Time* and *Vacant* **grant-funded and/or categorically-funded** faculty positions, ~~regardless of funding source,~~ shall be submitted to the ASC for review.

2. ~~Presentations must be made to the ASC and should follow the same methods as requests for *New Positions*.~~

2. ~~Presenters should~~ **Presentations must** pay particular attention to the stability of funds and include **the revenue source, the expected duration of the funding source** and the ~~institutionalizing of the position~~ **timeframe for the institutionalization of the position should the grant and/or categorical funding cease.**

3. ~~Additional consideration should be given to the impact of grant funded / categorical positions on~~ the overall FON ~~at the college~~ and the impact of expiration of funding. **The job description and all other literature regarding the position shall include information regarding the District's obligation to these faculty members and institutionalize the positions after grant and/or categorical funding ends.**

HUMAN RESOURCES

Date: March 24, 2015

To: Paul Wickline
               President, Academic Senate

From: Rian Medlin
               Senior Human Resources Generalist (Faculty)

CC: Christina Chung
               Director, Human Resources

Subject:Discipline Assignment – Graciela Martinez

The following information is provided for discipline assignment:

Graciela Martinez

Ms. Martinez has been hired as the Counselor (CalWORKS – 60%), effective start date April 1, 2015.   The following is provided for discipline assignment:

- M.S., Educational Counseling
- Pupil Personnel Services Credential, University of La Verne

It would appear that Ms. Martinez qualifies for the discipline(s) of:

- Counseling

HUMAN RESOURCES

Date: March 24, 2015

To: Paul Wickline
               President, Academic Senate

From: Rian Medlin
               Senior Human Resources Generalist (Faculty)

CC: Christina Chung
               Director, Human Resources

Subject: Additional Discipline Assignment for Lauren Yeh

The following information is provided for discipline assignment:

Ms. Lauren Yeh

Current discipline(s) on file: Disabled Student Programs & Services Counseling

The following information is provided for Lauren Yeh for an additional discipline assignment in Counseling:

- MS in Counseling, California State University Los Angeles, emphasis in Rehabilitation Counseling

It would appear that Ms. Yeh meets the minimum requirements for the discipline of:

- Counseling

Curriculum and Senate Meetings 2015/2016

PROPOSED

Fall 2015				
Month	Curriculum I	Senate I	Curriculum II	Senate II
September	Sep 03	Sep 10	Sep 17	Sep 24
October	Oct 01	Oct 08	Oct 15	Oct 22
November	Oct 29	Nov 05	Nov 12	Nov 19
December	Dec 03	Dec 10		

Spring 2016				
Month	Curriculum I	Senate I	Curriculum II	Senate II
February		Feb 11	Feb 18	Feb 25
March	Mar 03	Mar 10	Mar 17	Mar 24
April	Mar 31		Apr 14	Apr 21
May	Apr 28	May 05	May 12	May 19

Proposed date of   June 02   for Senate meeting