College of the Canyons Academic Senate

February 23, 2017 3:00 p.m. to 4:50 p.m. BONH 330

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.
3. Approval of the Agenda
4. Approval of the Consent Calendar:
   - Academic Senate Summary for February 9, 2017 (pg.3)
   - CASL Summary February 8, 2017 (pg.10)
   - Seniority List
     http://www.canyons.edu/Offices/AcademicSenate/Documents/2016-2017%20Seniority%20List%20Rank%20Offices%20Disciplines%20(2).xls

B. Reports

1. President's Report, Rebecca Eikey
2. Vice President's Report, Jason Burgdorfer
3. OEI Course Exchange, James Glapa-Grossklag and Autumn Bell
4. COC Global, Jia Yi Cheng-Levine

C. Action Items

1. Tenure Committees for 2017-18 (pg. 11)
2. Reassign Time for Senate (pg. 13)
3. Discipline assignments for new Full-time Faculty
   - Guido Santi, Film Studies (pg.14)
   - Nick Hernandez, Political Science (pg. 15)
   - Jennifer Paris, ECE (pt. 16)
   - Wendy Ruiz, ECE (pg. 17)
   - Michelle Bustillos, Culinary (pg. 18)
   - Lori Young, Paralegal (pg. 19 & 20)
4. California Pathway Application
   https://www.canyons.edu/Offices/AcademicSenate/Documents/CAGuidedPathwaysReadinessAssessment-Canyons%20v2%2002.16.17.pdf
5. Faculty Appointments to committees
   - Classified Staffing Committees: Chelley Maple, Miriam Golbert
   - EEO Advisory Committee: Rebecca Eikey, Galeen Roe, Pamela Williams-Paez, Jane Feuerhelm
   - COC Global: Committee Chairs, Phil Gussin and Teresa Ciardi, other faculty appointments: Sanja Morris, Ruth Rassool, Pamela Williams-Paez
   - Faculty Professional Development: Nicole Faudree and Mehgen Andrade as Tri-Chairs

D. Discussion Items
1. Standards and Practices Committee Syllabi, Ann Lowe (pg. 21)
   https://www.canyons.edu/Offices/AcademicSenate/Documents/SyllabusSurveySpring2016_119_09_16.pdf
   http://www.canyons.edu/Offices/AcademicSenate/Documents/SyllabusSurveySpring2016_119_09_16.pdf
2. Faculty Office Allocation Policy, Michael Dermody (pg. 44)
3. Consideration of Armed Presence on Campus, Wendy Brill
4. Climate Survey Results
   http://www.canyons.edu/Offices/AcademicSenate/Documents/307%20Climate%20Survey%20Spring%202016%20Narrative%20and%20Appendices%20%281%29.pdf
5. Adjunct Handbooks, Rebecca Eikey and Kimberly Bonfiglio (pg. 50)

E. Unfinished Business
1. Adjunct Discipline List, Aivee Ortega
2. Resolution to Support Students in an Uncertain Political Climate

F. New Future Business
1. CETL Steering Committee Charter
2. Program Viability Committee Procedures/Charter

G. In Committee
Here is a list of policies that the Policy Review Committee is working on in the event
Someone would like to attend. Please contact Michael Dermody if you would like to be
Informed when one of the specific items below will be discussed in committee. Policy
Review meets every Thursday from 1:30 – 3:00 pm in BONH 330

Faculty Office Allocation Policy Phase 2	Use of Cameras on Campus
Tracking of policy development	AP 7120 Recruitment and Selection
Credit by Exam, BP 4235 – Phase 2	Drone Policy
College Assistants	Student Discipline

H. Announcements
- Part Time Faculty Regional Meetings, February 24- 25, 2017, TBD
- 2017 Instructional Design and Innovation, March 17 and 18, 301 S. Market St. San Jose, Ca 95113
- Area C Meeting March 25, TBD
- Curriculum and Noncredit Regional Meetings, North March 31, South April 1, 2017 Crafton Hills College, 11711 Sand Canyon Road, Yucaipa, CA 92399
- Spring Plenary April 20 – 22, 2017, 1770 South Amphlett Blvd., San Mateo, CA 94402
- CTE Leadership Institute May 5 – 6, 2017 San Jose Marriott, 301 S Market St., San Jose, CA 95113
- Faculty Leadership Institute June 15 – 17, 2017 Sheraton Sacramento, 1230 J Street, Sacramento, CA 95814
- Curriculum Institute July 12 – 15, Riverside Convention Center

Summary for the Academic Senate Meeting February 9, 2017

Voting Members					
Senate President	Rebecca Eikey	X	SBS Senator	Rebecca Shepherd	X
Vice President	Jason Burgdorfer	X	Business Senator	Gary Collis	X
Immediate Past President	VACANT		Learning Resources Senator	Erin Barnthouse	X
Curriculum Chair	Lisa Hooper	A	At Large Senator	VACANT	
Policy Review Chair	Michael Dermody	X	At Large Senator	David Martinez	X
AT Senator	Regina Blasberg	X	At Large Senator	Deanna Riveira	X
MSHP Senators	Mary Bates	X	At Large Senator	Michael Sherry	X
VAPA Senator	Wendy Brill-Wynkoop	X	At Large Senator	Saburo Matsumoto	X
Student Services Senator	Chelley Maple	X	At Large Senator	Benjamin Riveira	X
Humanities Senator	Tracey Sherard	X	Adjunct Senator	Kimberly Bonfiglio	X
Kinesiology/Athletics Senator	Philip Marcellin	A	Adjunct Senator	Mercedes McDonald	X
			Adjunct Senator	Noemi Beck-Wegner	X

Non-voting Members	
Dr. Buckley	X
Lita Wangen	X
Dan Portillo	
Dr. Wilding	
Brenda Plona	X

Guests	
Ginny May	Kelly Burke
Audrey Green	Ron McFarland
Daylene Meuschke	Diane Fiero
Peter Hepburn	Barry Gribbons
Jeffrey Forrest	

A. Routine Matters

1. Call to order: 3:05 p.m.
2. Public Comment: Ron McFarland came to Senate gave brief summary of what is happening with MakerSpace. COC was awarded an Innovation Maker Grant. The intention of the grant:
   - "…will culminate in an integrated plan focused around four key areas: Makerspace, planning and development, communities of practices, curriculum innovation and student internships."
   - "Develop realistic plans for an appropriately equipped and sustainable makerspace that serves all stakeholders (primarily students), accesses resources and opportunities, creates a vibrant maker culture and community, encourages innovation and entrepreneurship and actively matches students to quality STEM/STEAM work based learning opportunities."

- What does this mean? A course or a small set of courses (non-credit, for-credit) could be created?
- 35 colleges were selected for consideration for development of a much fuller proposal
- Received a development award of $40,000 (for travel, programs in the MakerSpace and faculty stipends)
- Grant application is due by May 10th and will be presented by 2 to 3 faculty in San Francisco on May 19th (followed by a Maker Faire in San Mateo on May 20th and 21st)
- Grant process will NOT be the usual Grant Application. It requires 'environmental mapping' using KUMU (software). Each of the 35 colleges are mapping in KUMU. All colleges' mappings will put together as one statewide map.
- There are some upcoming items coming up. The link to the MakerSpace webpage is https://www.canyons.edu/Offices/SchoolofAppliedTech/MakerSpace/Pages/default.aspx and we will have information posted there. If you have any questions please give Ron McFarland a call at extension 3402.

3. Approval of the Agenda: motion to approve Michael Dermody, seconded by Wendy Brill Wynkoop. Unanimous. Approved.
4. Approval of the Consent: motion to approve Kimberly Bonfiglio, seconded by Wendy Brill Wynkoop. Unanimous. Approved.

B. Reports

1. Academic Senate President's Report, Rebecca Eikey
   - Rebecca is participating in the Leadership Academy offered from the ASCCC Professional Development College. That requires attendance at certain events and an assessment of each. She also gets assigned a mentor, who is Ginny May, our guest today. She is the District Senate President of Los Rios Community College District and she is at Sacramento City College. Ginni is Math faculty and she serves on Executive Committee for ASCCC. She is here as an observer and supports Rebecca as a mentor.
   - On February 22, 2017 there will be a workshop on the Brown Act Training at 3:00 p.m. to 5:00 p.m. Rebecca encourages committee chairs to attend.
   - The district has been working towards a College Promise Grant. Rebecca does not know a lot of the details as to where it lies right now, but that is something Rebecca anticipates we will learn more about.
   - At PAC-B we learned that Jim Temple's office is working on improving the 'intranet' for committees. Norris is going to be working two to three months on improving the intranet website for committees. She does not know all the details about it, except that we should expect improvement such as making sure it is more clear who the members are, when the committee meets, the organization of the documents. More information about what the committees are and their functions will be included. She anticipates for those that are committee chairs you will probably be learning more about what this is going to be when you are getting ask to start providing input into it.
   - A conversation is starting on campus as to whether or not to transition to an armed security presence. Some faculty have been asked to get involved in this emerging conversation. Patty Robinson and the Civic Engagement Steering Committee have been invited into the conversation. The Civic Engagement Steering Committee has been developing a format called, Deliberated Dialog, that maybe used to get to facilitate this

conversation. There is also some interest in seeing what other colleges do. This may include going out to other schools for site visits.

- IEPI Partnership Resource Team visit for Non-credit Curriculum Support. We are really fortunate that Dr. Van Hook is supportive of this interest. Dr. Van Hook submitted a request for us to have a Partnership Resource Team visit come to COC related to non-credit and the expansion of non-credit. Lisa Hooper and Rebecca Eikey will be reaching out to faculty to see who would like to be involved in that process.
- On the listserv for IEPI, COC was spotlighted in a newsletter for the (IE)[2] Committee. Thanks to Daylene Meuschke, Audrey Green and Mike Wilding for all the work they have done with this committee.

2. Vice President's Report Jason Burgdorfer
   - Jason reported that he represented Rebecca Eikey for the board meeting on January 25th and that he has been attending the board meetings.

3. Academic Staffing Committee Report, Peter Hepburn
   - New Faculty Positions - In the fall they had representatives from all the departments do presentations. There were 32 new positions proposed to Academic Staffing. The committee added one replacement position to that list. We did that and combined them all into a rank list. This list was sent as a Memo that Rebecca shared with the senators. We thought that all positions should be recommended.
   - Feedback from Dr. Van Hook - Tuesday (2/9/17), the committee met for the first time this semester. Dr. Van Hook came to that meeting and provided feedback on the list. One thing that was gratifying to hear is that Dr. Van Hook agreed with the committee's list of Urgent positions. These positions are Biological Sciences (Anatomy and Physiology), Music (Orchestra and Symphonic Band Director), Water Systems Technology, Mathematics (Statics Specialist), Nursing-Medical Surgical (replacement), Nursing-Non-Credit Lab Coordinator, Anthropology (Biological Forensic) and English. These were the top eight positions recommended by the committee to Dr. Van Hook.
   - Funding of positions
     - We had a conversation regarding the state funding for faculty positions and it is not what they hoped it would be. We are hoping that through the Doing What Matters Initiative funds will be available for CTE positions.
     - There are going to be positions lowered down in the ranking that may be pulled up depending on the number of positions that could be funded through the Doing What Matters funds. It won't be until May though before Dr. Van Hook knows more. One thing we talked about was the one nursing position that we took and integrated into the list.
   - Creating one list - Going forward, the committee will be looking more critically in terms of the need for new positions versus replacements and ranking the replacements in the existing list. Rather than producing a list each year in November/December, the list of recommended positions will become more of a "living organism." Thus, we are going to be updating this list as replacement positions come up. This will be a bit more work for the committee through the year, but it will make a list that will identify priorities on campus a bit better. It also it will be a bit more work for department chairs when they come to us and ask for those replacements positions because we are going to need

additional data beyond what we typically have. So that is the process that the Academic Staffing committee is going to be developing this semester.

- Scoring Sheets - Our task for the semester is going to be a little more inward facing as well. We have been using a scoring sheet for a couple of years now. Although it has been working fairly well, there are some things we need to be adjusted. We identified some things from this most recent process and are thinking of ways that we can re-do the scoring sheets. We are interested in simplifying it.
- Dr. Buckley added that the district carefully tracking the FON with the letters that were received through April regarding retirements. We want to make sure we are in line with the current funding sources and meeting our FON obligation.

C. Action Items

1. Emeriti status for Kevin Jenkins: motion by Michael Dermody, seconded by Mary Bates. Unanimous. Approved.
2. Approval of Gary Collis, Senator for School of Business: motion by Rebecca Shepherd, seconded by Erin Barnthouse. Unanimous. Approved.
3. Approval of Lori Young Business representative for Curriculum Committee: Motion by Wendy Brill Wynkoop, seconded by Michael Dermody. Unanimous. Approved.
4. Accreditation Mid-Term Report – authorize Senate President's signature: motion by Mary Bates, seconded by Rebecca Shepherd. Unanimous. Approved.
5. Faculty Seniority Procedures: the footnotes 6 and 7 will stay with the Ed Code number to be added, the rest of the footnotes will be removed. Motion by Mary Bates, seconded by Deanna Riveira. Unanimous. Approved.

D. Discussion Items

1. Standards and Practices Committee Syllabi, Ann Lowe
   - Storage of Syllabi - Ann was not able to be here today due to conflicting appointments. Rebecca Eikey stepped in to start the conversation. Questions were asked about the storage of the syllabi - where is going to be stored?
     o Audrey Green said that there would be a division dean folder that the syllabi could be deposited into those folders. It would be easily accessible.
     o The use of Dropbox was suggested, but there was concern over the cost related to storage. Who would pay for Dropbox? Canvas was suggested as well.
     o All documents should be in a PDF format with standardized file naming; some of the faculty are already submitting to their deans this way.
     o Wendy suggested one site where everyone goes too so we don't many places to go too. This is done in LACCD.
   - Elements on syllabi
     o Where do institutional requirements come from?
     o There were concerns over the length of the syllabi and the number of required elements.
     o Tone of the syllabi – why was this included?
     o The senators suggested that a model syllabus be included.
     o Additional elements may need to be added to the list, such as lab safety, more information on technology (i.e. how to get help in Canvas).

The Senators were asked to take these back to their schools and see if anyone has any suggestions and will return as Discussion item.

3. Resolution for Supporting Students in an Uncertain Political Time
- Do we want a resolution? The senators were in favor of one. Rebecca asked for volunteers to lead the resolution. Jason Burgdorfer volunteered. Other faculty that showed interest were Adam Kaiserman and Cindy Stephens. It was suggested that this group get more campus participation such as ASG and Classified Senate.
- We want the students to know we are here to support them during this climate change. How would we create the resolution? An example from Sacramento City College was shared with the Senate. Ginny May, one of our guests today helped to write the resolution at Sacramento City College. At Sacramento City college, they view the resolution is a commitment of the Senate. They are not intending on breaking any laws. There was much interest at SCC for this resolution. They decided to use the word "Sanctuary" very carefully.
- Jason is going to reach out to the Classified Senate and we will bring this back to another meeting for discussion.

3. Faculty Office Allocation (Assignment), Michael Dermody
- This document came to the Senate in December. Michael gave a brief summary of the questions concerns people had then. Not much has been changed from the last meeting. There were a couple spelling errors that will be fixed.
- The question was asked if we are keeping the footnotes and Michael said he will pull off some footnotes.
- A question about a place that faculty can meet with students on either campus. This is the intent of the "visiting professor" space. The space would have a computer, locker (remove file cabinet), table, chairs.

This will come back as a discussion item for the next meeting. Please talk to your schools about this.

4. California Pathway Project
- In November, Daylene came with Audrey to the Senate to discuss interest in such an application. There was a National Pathways project that was funded by Bill and Linda Gates Foundation. Three California Community Colleges participated in it, Bakersfield, Irvine Valley and Mt. San Antonio College.
- This National project is being adapted to a state project. We have the opportunity to apply for participation in the state project. There are 15 to 20 colleges that will be accepted into the state project.
- The commitment for us is that we would be sending teams of five to these six institutes over a span of 2017 and 2019. The participation fee is $15,000 a year. We can use existing allocations such as Student Equity through the $(IE)^2$ committee to pay for the participation fee. Beyond that, we would have to pay for travel associate with attendance at the institutes.
- If we choose to go forward, submit the application and are selected, the we get a Pathways Coach. Hopefully someone near us such as Bakersfield or Mt. San Antonio could be assigned our Pathway Coach.
- The Pathways application does require the approval of the Senate President signature. Today they are presenting the draft and it is due the end of February.

- They also need to present it to the BOT as well to demonstrate institutional support we are participating in this.

This item will come back as an Action Item for the next agenda with modifications.

5. <u>Committees on Committees Survey of Committees</u>
    - A survey was sent out to the committee chairs on how the committee operates. We have a lot of committees under the Senate. Many are operational and other are more involved in the work that they do.
    - Rebecca wanted to make sure that we identify which senate committees should be evaluated. Those committees under the Senate who decide to use the survey, will need to think the survey questions and decide if they would like to modify those questions.
    - And the next question was whether or not the senate should use the survey to evaluate itself. We can modify the survey for the Senate. Are there questions we want to add? In 2014, the Senate surveyed all faculty asking them if they understood the purpose of the Senate and our roles and responsibilities and the functioning of the committees. Wendy felt it would be interesting to take the survey because it is the same format just to have the Senate do it because it would be easier to compare. Michael stated one advantage of doing the 2014 then we can see if there have been any changes. Wendy felt we could do both. Daylene stated we are able to modify the survey. There seems to be interest in modifying this survey and using this for the Senate. There was interest in also repeating the 2014 survey of all faculty. Rebecca will work with Daylene based on the conversation here.

E. Unfinished Business

1. Adjunct Discipline List, Aivee Ortega – may be moving to the February 23rd agenda as Discussion – there is a meeting planned with MQ&E committee chair, Rebecca and HR.
2. Climate Survey Results – Wendy Brill Wynkoop – will be moving to the February 23rd Agenda as Discussion.

F. New Future Business

1. Full-time Faculty and Adjunct Handbook – move to Unfinished Business
2. CETL Steering Committee Charter
3. Program Viability Committee Procedures/Charter

G. In Committee

Here is a list of policies that the Policy Review Committee is working on in the event Someone would like to attend. Please contact Michael Dermody if you would like to be Informed when one of the specific items below will be discussed in committee. Policy Review meets every Thursday from 1:30 – 3:00 pm in BONH 330

Faculty Office Allocation Policy Phase 2	Use of Cameras on Campus
Tracking of policy development	AP 7120 Recruitment and Selection
Credit by Exam, BP 4235 – Phase 2	Drone Policy
College Assistants	

H. Announcements

Part Time Faculty Regional Meetings, February 24- 25, 2017, TBD
- 2017 Instructional Design and Innovation, March 17 and 18, 301 S. Market St. San Jose, Ca

95113
- Area C Meeting March 25, TBD
- Curriculum and Noncredit Regional Meetings, North March 31, South April 1, 2017 Crafton Hills College, 11711 Sand Canyon Road, Yucaipa, CA 92399
- Spring Plenary April 20 – 22, 2017, 1770 South Amphlett Blvd., San Mateo, CA 94402
- CTE Leadership Institute May 5 – 6, 2017 San Jose Marriott, 301 S Market St., San Jose, CA 95113
- Faculty Leadership Institute June 15 – 17, 2017 Sheraton Sacramento, 1230 J Street, Sacramento, CA 95814
- Curriculum Institute July 12 – 15, Riverside Convention Center

I.   **Adjourned** – in memory of Kevin Jenkins. On Monday February 13th there will be memorial for Kevin we encourage all too please attend. 5:03 p.m.

CASL Meeting, 2.8.17, Summary for the Academic Senate

1. Kelly Burke and Cindy Stephens reported highlights from the AAC&U meeting: COC is already doing a significant amount of work with SLOs and Assessments. The conference confirmed the importance of engaging students in the conversation about ISLOs. A provocative question was posited at the conference—what are our students' expectations of how their lives will be transformed vs. what we have asserted in our ISLOs? Marketing to students also would benefit from their input. Therefore, CASL will investigate student surveys and focus groups. The AAC&U ISLO rubrics are based on 4 year institutions. It was discussed that as we move forward with utilizing our version of the rubrics that we should continue discussions on the rating scale as it applies to our students. Equity was the focus of the conference and several ideas were discussed about outcomes, student poverty and hunger, and the role COC might play in helping students.

2. Rebecca Eikey, Cindy Stephens, and Kelly Burke attended the SLO Symposium in Anaheim. Rebecca led a session with Cindy and Kelly regarding the timeline and processes that COC has gone through regarding SLOs and development of ISLOs. The session was well attended and received positive feedback. Several ideas on curriculum mapping, equity, and assessment were brought back and plans are being made to incorporate these into trainings and outreach. In addition, Kelly and Cindy proposed that the keynote, Natasha Jankowski of NILOA (National Institute for Learning Outcomes Assessment) be brought to COC as a speaker/workshop facilitator to convocation in Fall 2017.

3. Norming of the Critical Thinking rubric will commence this spring. CASL will recruit faculty to participate. Faculty will receive a stipend.

4. Kelly and Cindy would like the committee meetings to become more of a working group format than a report/discussion format, or develop working groups from the committee.

5. CASL will investigate creating a master list for tracking SLO assessment completion by department to assist departments in keeping track of their assessment cycle and as a vehicle to reach out to departments. The focus will be on engagement in the SLO process for improving teaching and learning. eLumen will provide tools for tracking once the SLO module completed.

Tenure Committees 2016-17

Last Name	First Name	Department	Committee Chair	Peer Evaluator	Administrator	Full Time Faculty Hire	Status
Aceves	Kelly	Mathematics	Grigoryan, Angela	Pennington,	Young	2/2/15	2nd
Almeda	Anna Jane	Biology	Golbert, Miriam	Stephens,	Young	8/12/16	1st year
Angelino	Mary	English	Terzian, Alene	Daybell,	McCutcheon	1/30/17	0th
Arnold	Eric	Construction	Blasberg, Regina	Maxwell,	McFarland	8/12/16	2nd year
Barnthouse	Erin	Librarian	Hepburn, Peter	Baker, Jeff	Weston	8/14/15	2nd year
Beecher	Consuelo	Chemistry	McMahon, Heidi	Buriel, Juan	Young	8/14/15	2nd year
Bolanos	Samuel	Comp.	Hilliard, Lee	Haley,	McFarland	8/12/16	1st year
Boltz	Christopher	Technical	Hinshaw, Susan	Hilst,	Dominguez	8/12/16	1st year
Burgdorfer	Jason	Geology	Bates, Mary	Brill-	Torres	2/1/16	1st year
Bustillos	Michelle	Culinary	Schwanke, Cindy	Robinson,	Waldon	1/30/17	0th
Coleman	Katie	Sociology	Marenco, Anne	Blakely,	Glapa-	8/14/15	2nd
Chu	Hencelyn	Allied Health	Malinoski, Valerie	Wolf, Jim	Young	2/3/14	3rd year
Collis	Gary	Business Law	Faudree, Nicole	Blakey,	Waldon	1/30/17	0th
Etheridge-	Sarah	Anthropology	Malley, Lisa	Faudree,	Green	8/14/15	2nd
Dabos	Monica	Mathematics	Sherry, Michael	Hooper, Lisa	Pescarmona	1/28/13	4th year
Delaney	Erin	English	==Gurnee, Kim-==	Ciardi,	Glapa-	8/14/15	2nd
Dimakos	Alexa	English	Burnett, Leslie	McCaffrey,	Pescarmona	8/14/15	2nd
Duncan	Sylvia	Nursing	Waller, Tina	Williams-	Young	8/12/16	1st year
Foley	Patricia	Chemistry	Flynn, Kathy	Harutunian, Mike-	Torres	8/12/16	1st year
Garcia	Patricia	Counselor	Loaiza, Albert	Pennington,	Wilding	8/10/15	2nd
George	Tricia	English	Wallace, Lisa	==Brode,==	Pescarmona	8/14/15	2nd
Harris	Angela	Counselor	Butts, Danielle	Acosta,	Joslin	7/1/16	2nd year
Hepburn	Peter	Library	Riffel, Brent	Lee,	Glapa-	2/1/13	4th year
Hernandez	Nick	Political	Mosleh, Majid	Hooper,	Wickline	1/30/17	0th
Hubbard	Mike	Mathematics	Baytaryan,	Kempler,	Torres	8/12/16	1st year
Iacenda	Ted	Physical	Fisher, Howard	Stevenson,	Lyon	2/7/13	4th year
Iskandar	Christine	English	Sherard, Tracey	Riffel, Brent	McCutcheon	1/30/17	0th
Jacobson	Julie	Counseling	Shaker, Liz	Rebecca	Theule	7/28/14	3rd year
Kaiserman	Adam	English	Buriel, Juan	Helfing,	Pescarmona	1/28/13	4th year
Kawamoto	Keith	Fire Tech	Rorick, Tina	Etienne,	Young	8/16/13	4th year
Kern	Simon	Comm. Studies	Kicenski, Karyl	Blakey,	Pescarmona	8/12/16	1st year
Klein	Deborah	Nursing	Corbett, Mary	Faudree,	Young	8/16/13	4th year
Lundin	Justin	Kinesiology	Fisher, Howard	Loaiza,	Lyon	8/12/16	1st year
Macpherson	William	Music	Feldman, Bernardo	Dos	Dominquez	2/8/16	1st year
Martinez	Graciela	Counseling	Brogdon, Pamela	Hauss,	Joslin	4/1/15	2nd
Nikolic-	Violeta	Mathematics	Palmer, Ana	Lee,	Mahn	8/12/16	1st year
Nguyen	Anh	Counselor	Ling, Susan	McCaffrey,	Ruys	8/19/13	4th
Oliver	Jason	Architecture	==Minarsch, Dorothy-== load banking	Devlahovich, Vincent	McFarland	8/14/15	2nd year
Ortega	Aivee	Counseling	Solomon, Diane	Burke,	Bogna	7/28/14	2nd

Tenure Committees 2016-17, continued

Last Name	First Name	Department	Committee Chair	Peer Evaluator	Administrator	Full Time Faculty Hire Date	Status
Otto	Daniel	Culinary	Schwanke, Cindy	Etienne,	Green	2/18/15	2nd
Paris	Jennifer	ECE	Stephens, Cindy	Silva,	Wickline	1/301/7	0th
Powell	Mary	English	Terzian, Alene	Rios, Lori	Pescarmona	8/14/15	2nd
Pozo-	Lucia	Spanish	Acosta, Claudia	Golbert,	Dominguez	8/12/16	1st year
Rajan	Singhi	Counselor	Hooper, Garrett	Marcellin,	Bogna	7/9/15	2nd year
Reardon	April	Counselor	Brogdon, Pamela	Rosales,	Joslin	7/1/16	1st year
Requejo	Thomas	Counselor	Brown, Kerry	Marenco,	Ruys	7/20/15	2nd
Stokes-Rice	Tammera	Comm. Studies	Leonard, Victoria	Hooper,	Glapa-	8/14/15	2nd
Riveira	Benjamin	Comp. Science	Ferguson, Chris	Branch,	Young	8/14/15	2nd
Roe	Galeen	Librarian	Hepburn, Peter	Williams-	Mahn	8/14/15	2nd
Ruiz	Wendy	ECE	Stephens, Cindy	Sanver-	Wickline	1/30/17	0th
Santi	Guido	Cinema	Peterson, Gary	McCaffrey,	McCutcheon	1/30/17	0th
Silva	Ambika	Mathematics	Gerda, Joe	Dos	Torres	8/12/16	1st year
Silva	Dustin	Mathematics	Palmer, Ana	Martin, Jose	Pescarmona	1/28/13	4th year
Thrasher	David	Welding	Baber, Tim	Maxwell,	McFarland	8/15/14	2nd year
Torgeson	Erika	Counseling/CCC	Shaker, Liz	Vo, Anh	Theule	7/27/15	2nd
Tran	Sylvia	Counseling	Perez, Connie	Baker,	Ruys	7/1/14	2nd year
Lee-White	George	Photography	Brill, Wendy	Marenco,	Dominguez	8/14/15	2nd
Wonser	Robert	Sociology	Marenco, Anne	Burke,	Wicklin	1/30/17	0th
Yeh	Lauren	Counseling	Feuerhelm Jane	Riffel, Brent	Joslin	11/10/2014	1rd year
Young	Lori	Paralegal	Faudree, Nicole	Leonard,	Waldon	1/30/17	0th

ACADEMIC SENATE FOR COLLEGE OF THE CANYONS

Jun 1, 2016

TO: Jerry Buckley, Vice President Academic Affairs
FROM: Rebecca Eikey, Academic Senate President
RE: Academic Senate Reassign Time

With the ratification of the new COCFA Contract, Article 12.J allows for 250% Reassign Time per Semester for the Academic Senate (to be allocated by the Academic Senate) and 50% per Semester for Curriculum Committee Chair. A percentage of this release time for the Academic Senate must be to the development of CTE curriculum and to support a CTE liaison position.

In consultation with the Senate Executive Committee, the following reassign times for key positions of the Academic Senate have been allocated effective Fall 2016. It was agreed that the Curriculum Committee Chair should have more than 50% reassign time with the increased workload associated with expanding noncredit curriculum.

Academic Senate Position	% FTF Reassign Time
Academic Senate President	100
Academic Senate Vice President	20
Curriculum Committee Chair	80
Policy Review Committee Chair	40
CTE Liaison	40
Program Review Committee Chair	20

Per the recent Amendment to the Academic Senate By-Laws: "Each position given reassign time must have a clear description of the job duties and expectations. For committee chairs, these job duties must be incorporated into the respective committee procedures/charters. All other positions must have a written description of job duties and expectations that are approved by the Academic Senate."

As this is the first semester for the allocation of 250% FTF Reassign Time, all of the reassign time for these positions will be reviewed mid-fall semester so that adjustments to spring 2017 reassign time allocations may be made as necessary. In addition, if any of these positions are not filled by fall 2016 semester, then the reassign time may be reallocated per the workload needs of the Academic Senate.

I would like to notify faculty as soon as possible about these opportunities and if you notice anything that may have been overlooked, please let me know. The Academic Senate appreciates the hard work and dedication of the District and COCFA to make these changes to the contract. We look forward to seeing the results of this fruitful working relationship.

Thank you,

Rebecca Eikey

Academic Senate President

HUMAN RESOURCES OFFICE

Date: February 1, 2017

To: Rebecca Eikey
               President, Academic Senate

From: Yvette Pesina-Vazquez
               Senior Human Resources Generalist (Faculty)

Subject: Discipline Assignment for Guido Santi

The following information is provided for discipline assignment:

Mr. Guido Santi

Mr. Santi has been hired as a full-time Cinema/Film Studies Instructor effective start date 01/30/2017. The minimum qualifications for Cinema/Film Studies Instructor are:

- Possession of a California Community College Instructor Credential in the appropriate area
  OR

- Master's Degree in film, drama/theater arts or mass communications
  OR

- Bachelor's degree in any of the above **AND** a Master's degree in media studies, English or communications
  OR

- Equivalency: Not applicable

The following information is provided for discipline assignment:

- MA in Fine Arts, Cinema-Television from the University of Southern California
- BA in Philosophy from the University of Urbino, Italy

It would appear that Mr. Santi meets the minimum requirements for the discipline of:

- **Film Studies**

HUMAN RESOURCES OFFICE

DATE: February 1, 2017

To: Rebecca Eikey
             President, Academic Senate

From: Yvette Pesina-Vazquez
             Senior Human Resources Generalist (Faculty)

Subject: Discipline Assignment for Nick Hernandez

The following information is provided for discipline assignment:

Mr. Nick Hernandez

Mr. Hernandez has been hired as a full-time Political Science Instructor effective start date 01/30/2017. The minimum qualifications for Political Science Instructor are:

- Possession of a California Community College Instructor Credential in the appropriate area
  OR

- Master's degree in political science, government, or international relations
  OR

- Bachelor's in any of the above AND Master's degree in economics, history, public administration, social science,
- Sociology, any ethnic studies, JD, or LL.B.
  OR

- the equivalent: Not applicable

The following information is provided for discipline assignment:

- MA in International Relations from Cal State University Fresno
- BA in International Relations from San Francisco State University

It would appear that Mr. Hernandez meets the minimum requirements for the discipline of:

- **Political Science**

HUMAN RESOURCES OFFICE

Date: February 1, 2017

To: Rebecca Eikey
             President, Academic Senate

From: Yvette Pesina-Vazquez
             Senior Human Resources Generalist (Faculty)

Subject: Discipline Assignment for Jennifer Paris

The following information is provided for discipline assignment:

Ms. Jennifer Paris

Ms. Paris has been hired as a full-time Early Childhood Education Instructor effective start date 01/30/2017. The minimum qualifications for Early Childhood Education Instructor are:

- Possession of a California Community College Instructor Credential in Child Development or Early Childhood Education

  ## *OR*

- Master's degree in Child Development, Early Childhood Education, Human Development, Home Economics/Family and Consumer Studies with a specialization in Child Development/Early Childhood Education, or Educational Psychology with a specialization in Child Development/Early Childhood Education

  ## *OR*

- Bachelor's degree in any of the above **AND** Master's degree in Social Work, Educational Supervision, Elementary Education, Special Education, Psychology, Bilingual/Bicultural Education, Life Management/Home Economics, Family Life Studies or Family and Consumer Studies

  OR

- Equivalency Option #2

The following information is provided for discipline assignment:

- MS in Family and Consumer Sciences from University of Nebraska-Lincoln
- BA in Family and Consumer Sciences with a specialization in Child Development from Chadron State College

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

- **Child/Development/Early Childhood Education**

HUMAN RESOURCES OFFICE

Date: February 1, 2017

To: Rebecca Eikey
             President, Academic Senate

From: Yvette Pesina-Vazquez
             Senior Human Resources Generalist (Faculty)

Subject: Discipline Assignment for Wendy Ruiz

The following information is provided for discipline assignment:

Ms. Wendy Ruiz

Ms. Ruiz has been hired as a full-time Early Childhood Education Instructor effective start date 01/30/2017. The minimum qualifications for Early Childhood Education Instructor are:

- Possession of a California Community College Instructor Credential in Child Development or Early Childhood Education

  OR

- Master's degree in Child Development, Early Childhood Education, Human Development, Home Economics/Family and Consumer Studies with a specialization in Child Development/Early Childhood Education, or Educational Psychology with a specialization in Child Development/Early Childhood Education

  OR

- Bachelor's degree in any of the above **AND** Master's degree in Social Work, Educational Supervision, Elementary Education, Special Education, Psychology, Bilingual/Bicultural Education, Life Management/Home Economics, Family Life Studies or Family and Consumer Studies

  OR

- Equivalency Option #2

The following information is provided for discipline assignment:

- MS in Child Development/Child Life from University of La Verne
- BS in Child Development from CSUN

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

- **Child/Development/Early Childhood Education**

HUMAN RESOURCES OFFICE

Date: February 1, 2017

To: Rebecca Eikey
               President, Academic Senate

From: Yvette Pesina-Vazquez
               Senior Human Resources Generalist (Faculty)

Subject: Discipline Assignment for Michelle Bustillos

The following information is provided for discipline assignment:

Ms. Michelle Bustillos

Ms. Bustillos has been hired as a full-time Culinary Arts Instructor effective start date 01/30/2017. The minimum qualifications for Culinary Arts Instructor are:

- Possession of an <u>unexpired</u> California Community College Instructor Credential in Culinary Arts

- OR - Any Bachelor's degree and two years of professional experience.

- OR - Any Associate degree and six years of professional experience.

- Equivalency Option #1 & Option #2

The following information is provided for discipline assignment:

- AA in Culinary Arts/Chef Training, Los Angeles Trade Technical College
- Owner of LA Trends Catering for 20.3 years
- 5.58 years as Adjunct Instructor at College of the Canyons

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

- **Culinary Arts/Food Technology**

HUMAN RESOURCES OFFICE

Date: February 16, 2017

To: Rebecca Eikey
               President, Academic Senate

From: Christina Chung
               Director, Human Resources

Subject: Additional Discipline Assignment for Lori Young

The following information is provided for additional discipline assignment:

Lori Young

In addition to her current discipline assignment of "Legal Assisting (Paralegal)", Lori Young, Full-Time Paralegal Studies Instructor, has requested to have her qualifications reviewed for the following additional discipline assignment:

- CWEE – Cooperative Work Experience Education

#53416. Title 5 Regulations on Minimum Qualifications for Work Experience Instructors or Coordinators:

The minimum qualifications for an instructor or coordinator of general or occupational work experience education, as defined in Section 55252, shall be the minimum qualifications in <u>any</u> discipline in which work experience may be provided at the college where the instructor or coordinator is employed.

NOTE: Authority cited: Sections 70901 and 87356, Education Code. Reference: Sections 70901 and 87356, Education Code.

The following information is provided for Lori Young for an additional discipline assignment in CWEE:

- Master of Professional Studies in Paralegal Studies, The George Washington University
- Bachelor of Science in Paralegal Studies, Kaplan University, Online
- A.S. degree in Business-General, Antelope Valley College of the Canyons
- Paralegal Certificate, Loyola Marymount University
- 7 years of combined teaching experience in Paralegal (COC, UC Santa Barbara, and AVC)
- 36 years' experience working as a Paralegal.

Based on the above education and experience, it would appear that Lori Young qualifies for the **discipline of Cooperative Work Experience Education (CWEE)**

HUMAN RESOURCES OFFICE

Date: February 16, 2017

To: Rebecca Eikey
                President, Academic Senate

From: Christina Chung
                Director, Human Resources

Subject:Discipline Assignment for Lori Young

The following information is provided for discipline assignment:

Lori Young

Lori Young has been hired as full-time Paralegal Studies Instructor effective start date 01/30/17. The minimum qualifications for Legal Assisting (Paralegal) are:

- Possession of an unexpired California Community College Instructor Credential in Paralegal Studies
- Any Bachelor's degree and two years of professional experience.
- OR - Any Associate degree and six years of professional experience.

The following information is provided for Lori Young for discipline assignment:

- Master of Professional Studies in Paralegal Studies, The George Washington University
- Bachelor of Science in Paralegal Studies, Kaplan University, Online
- A.S. degree in Business-General, Antelope Valley College of the Canyons
- Paralegal Certificate, Loyola Marymount University
- 7 years of combined teaching experience in Paralegal (COC, UC Santa Barbara, and AVC)
- 36 years' experience working as a Paralegal.

Based on the above education and experience, it would appear that Lori Young qualifies for the discipline of:

- Legal Assisting (Paralegal)

SYLLABUS COMMITTEE

Final Report

11-10-16

Task:

Create syllabi and a system of storage that allows the college to meet accreditation standards.

Accreditation Standards:

II.A.3 The institution identifies and regularly assesses learning outcomes for courses, programs, certificates and degrees using established institutional procedures. The institution has officially approved and current course outlines that include student learning outcomes. In every class section students receive a course syllabus that includes learning outcomes from the institution's officially approved course outline.

II.A.5 The institution assures that students and prospective students receive clear and accurate information about educational courses and programs and transfer policies. The institution describes its degrees and certificates in terms of their purpose, content, course requirements, and expected student learning out- comes. In every class section students receive a course syllabus.

http://www.accjc.org/wp-content/uploads/2015/01/Accreditation_Standards_Adopted_June_2014_Annotated_with_Policies_and_Regulations_Dec_18_2014.pdf

Actionable Improvement Plan to Address Deficiencies to Standard:

In order to ensure that every student receives clear and accurate information with specific learning outcomes, consistent with the College's officially approved course outline of records, the College will implement a system for reviewing and storing accurate syllabi for every class.

Note: The committee recommends that "review" only represent research to support assertions needed for required reports and/or accreditations. It is not to be construed as relate to examining individual faculty syllabi outside of the normal evaluation process as defined in the COCFA contract.

Purpose of the syllabus:

The syllabus forms the backbone of a course offering. Ideally the syllabus is a description and plan for a course and should facilitate student learning.

The syllabus functions as a major communication device that provides details of how student learning will be assessed and about the roles of both student and instructors in the learning and assessment process.

Habanek DV. An examination of the integrity of the syllabus. Col Teach. 2005;53:62–4.

The course outline of record is the official contract for student learning. Therefore, the syllabus should accurately reflect the outcomes, objectives, content, and assignments found in the course outline of record.

http://provost.hamptonu.edu/cte/legally_sound_syllabi.cfm

http://www.thismess.net/2014/03/syllabus-as-contract.html

Recommendations:

The Syllabus Committee has the following recommendations for College of the Canyons course syllabi:

1. Establish the practice of storing syllabi in a manner that makes them easily accessible by individuals collecting data for required reports.
2. Adopt a list of required elements for all syllabi.
3. Establish a neutral to warm tone early in the syllabus outline to engage students fully in the information presented.
4. Eliminate bias in the syllabus, such as indicating that grades may be influenced based on attendance or participation in discussions.
5. Establish a format for syllabi based on common elements found nationally to facilitate data collection for required reports and/or any reviews initiated by chairs and coordinators.
6. Publish a sample format for an addendum of services.

APPENDIX OF RESCOURCES

Elements

Organization

Tone

Student Resources

Cell Phone Use

SYLLABUS ELEMENTS

The following chart indicates common elements found in syllabi nation wide and suggests which should be considered required, recommended, or optional. The suggestions are based on two surveys conducted by Institutional Research: 1) Faculty survey, spring 2016 https://intranet.canyons.edu/offices/instdev/ResearchBriefs/SyllabusSurveySpring2016_119_09 _16.pdf, and 2) Student survey, fall 2016 (sent separately).

Required for Accreditation

Item		Guidelines
College Name		*Assists student when they must supply a syllabus to a transfer school. Meets accreditation standard.*
Official Course Title		*From CurricUNET http://www.curricunet.com/canyons/ Correctly identifies course; necessary for accreditation standard.*
Course prefix and number		*From CurricUNET http://www.curricunet.com/canyons/ Correctly identifies course; necessary for accreditation standard.*
Term		*List the term the course is taught. Helps identify course; necessary for accreditation standard.*
Section number(s)		*From schedule of classes. Correctly identifies course; necessary for accreditation standard.*
SLO(s)		*From CurricUNET http://www.curricunet.com/canyons/ Required for accreditation*

Institutional Requirements

Item	Guidelines
Course description	*Use the official description from the course outline of record (COR) in CurricUNET http://www.curricunet.com/canyons/*
Units	*Important information for students.*
Add/drop deadlines	*Informs students of important deadlines. Refer to roster available via My Canyons for individual deadlines https://my2.canyons.edu/WebAdvisor/WebAdvisor?TYPE=M&PID=CORE-WBMAIN&TOKENIDX=1988861395*
Schedule and location of class meetings	*Necessary information for students.*
Course objectives	*From CurricUNET http://www.curricunet.com/canyons/ Title 5 indicates that the grade assignment must be based on how well the student achieved the objectives of the course.*
Required materials	*Necessary information for students. May be purchased or OER materials*
Content outline	*From CurricUNET http://www.curricunet.com/canyons/*
Course calendar	*List dates of class meetings and relevant homework/assignments.*
Graded assignments and learning activities	*List the assignments and any activities for which students receive a grade. Title 5 requires that grades be directly related to the learning objectives.*
Grading matrix	*Explain the value of each graded assignment in relation to the final grade.*
Grade scale to determine final grade	*Define the point breakdown for each possible grade. For example A = 90-100*
Instructor(s) name	*Provide the names of all instructors teaching the course.*
Instructor(s) contact information	*Telephone & email; indicate the usual speed with which calls or emails will be answered and the preferred method of contact. If students must use a college email address, be clear about this requirement.*
Office hours and location	*List days, room, and hours you are available for office hours. Required by contract.*

Late policy for assignments	*List policy for accepting and grading work that is turned in after the due date.*
Missed exams	*List policy for making up exams or quizzes*
Submission information	*Directions for submitting graded work, including formatting.*
Absence/tardy policy	*Explain allowable absences and tardy policy. Refer to Board of Trustees Board Policy BP 4233 on the BOT website http://www.canyons.edu/offices/bot/Pages/default.aspx*
Academic integrity	*COC Academic Integrity Statement is available on the Academic Senate website http://www.canyons.edu/Offices/AcademicSenate/Pages/Documents.aspx*
Schedule change policy	*Communicate the prerogative of the instructor to change the course schedule and assignments at his/her discretion.*

Recommended

Item	Guidelines
Prerequisites	*List required prerequisites and/or recommended preparation.*
Departmental grading policies	*Some departments have special policies for passing grades. Students need to be aware of these policies.*
Revision policy	*Explanation of the revision process if a course allows or requires graded work to be revised and resubmitted*
Classroom courtesy, cell phone policy	*List classroom rules. Instructors individually define cell phone/electronic device policy. Policy should be one that the instructor is comfortable enforcing consistently.*

Optional

Item	Guidelines
Instructor biography	*Instructor background.*
Teaching philosophy	*Instructor approach to teaching.*
Methods of instruction	*Manner in which the course will be taught.*
Placement of course within program sequence of courses	*Explain where in the program the course is placed, i.e. capstone course.*

Supplemental Information Posted Electronically

Item	Guidelines
Management of stress and mental health issues	*Insert statement from Student Health and Wellness Center. Contact information: http://www.canyons.edu/offices/health/Pages/default.aspx, telephone:* 661-362-3259
Emergency procedures	*List emergency number for campus and evacuation route.*
Addendum of college services	*It may be helpful to students to create a separate addendum to the syllabus that contains a list of student services such as the TLC, Library, Student Health and Wellness Center, DSPS.*

ORGANIZATION OF SYLLABUS

Introduction

Item	Explanation
College Name	*Assists students when they must supply a syllabus to a transfer school*
Official Course Title	*From catalog or schedule of classes*
Course prefix and number	*From catalog or schedule of classes*
Term	*List the term the course is offered.*
Section number(s)	*From schedule of classes*
Course Description	*Use official description from course outline of record (COR) in CurricUNET http://www.curricunet.com/canyons/*
Units for course	*Refer to catalog or course outline of record*
Prerequisites	*List required prerequisites and/or recommended preparation.*
Schedule and location	*Days of the week the course meets, room, and hours*
Add/drop deadlines	*Informs students of important deadlines*

Instructor Information

Item	Explanation
Instructor(s) name	*Provide the names of all instructors teaching the course*
Biography	*Instructor background*
Teaching philosophy	*Instructor approach to teaching*
Contact information	*Telephone & email; indicate the usual speed with which calls or email will be answered and the preferred method of contact. If students must use college email address for emails, be clear about this requirement.*
Office hours and location	*List days, room, and hours you are available for office hours. Required by contract.*

Student Learning Information

Item	Explanation
SLO(s)	*Copy the student learning outcomes from the COR.*
Course objectives	*Copy the course objectives from the COR.*
Required materials	*Books, calculators, or any other materials needed to be successful in the course.*
Content	*List of key topics covered in course – must match those listed in COR.*
Methods of instruction	*Manner in which the course will be taught.*
Course calendar	*List of dates of course and relevant homework/assignments.*

Assignments, Assessments, and Evaluations

Item	Explanation
Key graded assignments, projects, and exams with weighted total toward final grade	*List the assignments and any activities for which students will receive a grade. Explain the value of each graded assignment in relation to the final grade.*
Grade scale to determine final grade	*Define the point breakdown for each possible grade. For example A = 90-100.*
Submission information	*Directions for submitting graded work, including formatting.*
Late policy	*Policy for accepting and grading work that is turned in after the due date.*
Revision policy	*If the course allows or requires graded work to be revised and turned resubmitted, that process should be explained.*
Exams policy	*Policy for making up exams or quizzes.*
Departmental grading policies	*Some departments have special policies on the passing grade. For example the Nursing Department specifies that 75% is the passing grade in nursing courses.*

Course Policies

Item	Explanation
Absence/tardy policy	*Explain allowable absences and tardy policy. Refer to Board Of Trustees policy #4233 at the BOT website.*

Academic integrity	*COC Academic Integrity Statement is available on the Academic Senate Website.*
Classroom courtesy, cell phones.	*List classroom rules related to courtesy.*
Emergency Procedures	*List emergency number for campus and evacuation route.*
Management of stress and mental health.	*Statement from Health Center and contact number.*
Statement informing students that the course schedule and/or assignments may be changed at the instructor's discretion	*Communicate the prerogative of the faculty member to change the course schedule and assignments at his or her discretion.*
Addendum of services	*List of student services such as the TLC, Student Health, DSPS…*

Characteristics of a Warm Syllabus

Characteristics

A. Introduction
- Try beginning your syllabus with an introduction which invites students to your class.

For example:

	Cold	Neutral	Warm
Introduction	This is College 101. Please refer below to the rules and my expectations of you in this class.	Welcome to College 101. Please refer below to the rules and my expectations of you in this class. Being familiar with the syllabus will help you succeed in this class.	Hello and welcome to College 101. I'm looking forward to our time together this semester. I hope your experience in this class will be a positive one and that you will succeed in this class.

B. *Self-Disclosure*
- One way a syllabus can facilitate a warm and inviting classroom environment is through the sharing of personal experiences.
- What do you want your students to know about you? Your background? Your interests inside and outside of your discipline?

C. *Positive or Friendly Language*
- Use positive, friendly language so students feel comfortable and welcome. Positive or friendly language should be used throughout the syllabus.

For example:

|	Cold	Neutral	Warm
Office Hours	Office Hours: MW 8:30 – 9:30am ateacher@canyons.edu Office: BLD 123	Office Hours: MW 8:30 – 9:30am ateacher@canyons.edu My office is in BLD 123. If you need to contact me, you may email me or call my office line and leave a message. I will return your email or call when I am able to.	Office Hours: MW 8:30 – 9:30am ateacher@canyons.edu Individual assistance is always available by appointment. I look forward to seeing you during student hours. Stop in, my office is in BLD 123. You're welcome to come by to chat, work on HW, or ask questions.

D. *Compassion*

- Compassion can be shown in the attendance policy, when acknowledging unexpected life events.
- Instructors should strongly encourage students to attend class while also acknowledging that unforeseen events may occasionally prevent perfect attendance. In such cases, where the student is experiencing illnesses, death in the family or other traumatic events, a supportive word may be needed.
- Providing a limit on the number of missed classes is acceptable, with the syllabus noting that when students surpass the allotted excused absences, they are overextended and it may not be the best semester in which to take the course.

Some examples:

	Cold	Neutral	Warm
Attendance Policy	I will keep attendance records. The current school policy is to drop students who have missed more than 10% of the course.	I will keep attendance records. Any student failing to attend class for _____ days, without an approved excuse from their instructor, may be dropped from the course.	You should attend every class. I understand that sometimes circumstances arise that can make this difficult, but please let me know before class if you cannot attend. If you are unable to attend this class with less than ___ classes missed, you may have overextended yourself and you should consider dropping the class.
Learning Resources	If you need help with this course, please refer to following website that will give you a list of resources on campus:	If you need help with the course, please see me during office hours. If you cannot make office hours, please contact me to set up an appointment. There is also the following resources on campus:	We've all needed help in something at some point in our lives. If you find yourself not understanding the assigned readings, lectures and assignments, please set up an appointment with me. You might also find the following resources on campus helpful:

E. *Humor*
- Humor or not taking oneself so seriously can help with tone, but humor can be tricky and requires tact.
- Try finding a cartoon, joke or anecdote about the course topic matter.
- Humor shows an instructor's enthusiasm for his/her discipline.
- Humor can also grab a student's attention to important details in the syllabus and increase motivation for learning the course material.
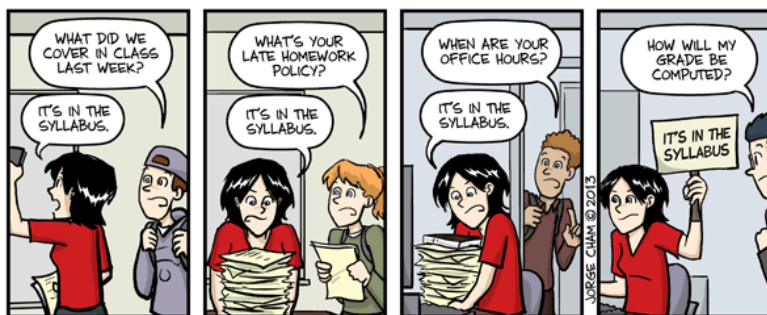
IT'S IN THE SYLLABUS

This message brought to you by every instructor that ever lived.
WWW.PHDCOMICS.COM

F. *Enthusiasm*
- Use the syllabus as an opportunity to show your students your passion for teaching and for your subject matter.
- Enthusiasm has been found to foster active learning and student engagement.

For example:

	Cold	Neutral	Warm
In Class Activities	Your active participation in class activities is expected in this course.	Your active participation in class activities is expected in this course. I expect you to actively participate by helping to summarize key learnings from the lecture and class discussion. Your comments, thoughts, questions and engagement in the in-class demonstrations will count toward your final grade. Please be advised that I may call on students or make comments that are intended to make the lectures a little more lively and interesting.	I hope you actively participate in class activities in this course. I say this because I found it is the best way to engage you in learning the material (and it makes the lectures more fun). I welcome your comments, thoughts, questions, and hope you take an active role in the in-class demonstrations. If the class is too quiet, I may call on a student to share his or her thoughts. Please note that if I do so, I am not "picking" on that student. I'm hoping to make the lecture a little more lively and interesting.

Resource:

Creating the Foundation for a Warm Classroom Climate; Best Practices in Syllabus Tone
By **Richard J. Harnish, Rory O'Brien McElwee, Jeanne M. Slattery, Sue Frantz, Michelle R. Haney, Cecilia M. Shore, Julie Penley**

http://www.psychologicalscience.org/index.php/publications/observer/2011/january-11/creating-the-foundation-for-a-warm-classroom-climate.html

Syllabus Addendum

Spring 2016   Campus and Other Resources

Classmates

Name:_____ Contact Info:_____

Name:_____ Contact Info:_____

Name:_____ Contact Info:_____

TLC

The Learning Center

A student ID card is required to receive tutoring support, use a computer, or complete a workshop/guided learning activity. Student ID cards may be obtained in Quad 1C (Admissions and Records) at Canyon Country or in STCN-102 at Valencia.

If you only need to take an exam in the TLC, you may use a photo ID to receive your exam, but you do not need your student ID. Some other notes about taking exams in the TLC: Have your scratch paper stamped by a TLC employee, to not leave the testing room in the middle of the exam unless you are willing to turn in your exam as completed at that time, to leave your backpack/purse and electronic devices with the information desk, and to arrive more than 1 hour before the TLC closes in order to be given your exam.

http://www.canyons.edu/offices/TLC/Pages/default.aspx

Library

http://www.canyons.edu/offices/library/Pages/default.aspx

ASG Computer Lounge

Free to students who pay their student support fee.
At Canyon Country: CCC-204   At Valencia: Student Center 124
http://www.canyons.edu/Offices/StudentDevelopment/Pages/ASG-Computer-Lab.aspx

---

Campus Maps

http://www.canyons.edu/Offices/PIO/Pages/CampusMaps.aspx

Transportation

Bus #5 stops at CCC. Bus #4 stops at the Valencia Campus. There are several other buses, local and commuter, that drop off near the Valencia Campus.
http://www.santaclaritatransit.com/routes-schedules/

Counseling Department

Please see a counselor to create an Education (Ed) Plan. The Counseling Department provides workshops, classes, consultations at the drop-in-desk, and answering questions by a program advisor at the counter. At CCC, go to Quad 1A.

---

http://www.canyons.edu/offices/Counseling/Pages/default.aspx

CTE	CTE stands for Career Technical Education and includes vocational programs. http://www.canyons.edu/offices/CTE/Pages/default.aspx
Career Services	The Career Center provides resume workshops, job fairs, interview preparation, job search strategies, and more. http://www3.canyons.edu/offices/careercenter/
Transfer Center	http://www.canyons.edu/offices/transfercenter/Pages/default.aspx You should also view the webpage http://www.assist.org/ for which classes articulate between COC and other colleges for different majors.
Health Center	The health center provides clinical services, health education, referrals, and assistance in getting health insurance. http://www.canyons.edu/offices/Health/Pages/default.aspx
Financial Aid	At CCC, go to Quad 1A. http://www.canyons.edu/offices/FinancialAid/Pages/default.aspx
Early Childhood Education	The Canyon Country and Valencia campuses have a preschool that operate Monday through Friday if you have young children. http://www.canyons.edu/Departments/ECE/Pages/default.aspx
VLL Virtual Learning Lab	The Virtual Learning Lab provides practical strategies to anyone interested in becoming an expert learner. Eight lessons help students prepare for thoughtful study, acquire essential learning skills, and cultivate determination and persistence. http://www3.canyons.edu/offices/matric/vll
Disabled Students Programs and Services	You may qualify for extra time on exams and other resources if you have any of the following: an identified learning disability or a history of difficulties in school, memory problems, recent stroke or head trauma, hearing impairment, visual impairment, identified psychological disorders, attention deficit disorder (ADD or ADHD), communication disorders, other physical disabilities.

http://www.canyons.edu/offices/dsps/Pages/default.aspx

Extended Opportunity Programs & Service	EOPS is a state funded program, which provides support services to eligible students attending College of the Canyons. The program's aim is to serve and encourage students to continue their education on the community college level. The specific responsibility of EOPS is to develop and provide programs, services, techniques and activities that support students in addition to the support received through traditional college program. http://www.canyons.edu/offices/eops/Pages/default.aspx
MESA *Math, Engineering, Science Achievement*	MESA serves to enrich the experience of students majoring in math, science and engineering at College of the Canyons. MESA supports financially disadvantaged and/or historically underrepresented students by providing a variety of services including academic advisement, discipline specific enrichment and community building opportunities. Their primary goal is to equip MESA students with the skills and attitudes necessary for their successful transfer to university. http://www.canyons.edu/offices/mesa/Pages/default.aspx
Veterans and Adult Reentry	At CCC, go to Quad 1B. http://www.canyons.edu/offices/VA/Pages/default.aspx http://www.canyons.edu/offices/AdultReentry/Pages/default.aspx
Internship Opportunities	Did you know that students with internship experience earn more money and find jobs faster than classmates without internship experience? http://www.canyons.edu/offices/cwee/Pages/default.aspx
Program Course Sequence (MATH example)	Since the math placement chart does not show the calculus path, I wrote a few notes below. When it comes to the calculus path, follow the sequence: Math 211 – 212 – 213 Calculus I, II, and III (same book) Math 214 Linear Algebra (may take after 212, but I recommend after 213) Math 215 Differential Equations (take after 213 or concurrently with 213)
Associate Degree Options (MATH example)	**AS degree in Mathematics** Math 211, 212, 213, and one from: Math 140, 214, 215, Physics 220, or CompSci 111 **AS-Transfer degree in Mathematics** (Intended for students who will transfer as a math major to CSUN or possibly Cal State Channel Islands. Please see a counselor for more details.) Math 211, 212, 213; one from Math 214, 215; one from

Math 140/H, 214, 215, CompSci 235, 236, 111&111L

Research on Cell Phones & Devices in the Classroom

Table of Contents

I. Overview:

1. **Purpose:** The purpose of this document is to provide an overview of landmark research on the impact of cell phones, laptops, and other devises in the classroom. As these devices are becoming more common and as there are many different viewpoints on best practices, the following research was compiled to help faculty (and possibly students) to make informed decisions about their classroom policies.

2. **Summary:** The research indicates that the best approach overall is for faculty to set a policy about digital devices that they are consistent in enforcing, whether this is developed with the help of the students or not. Second, while many researchers embrace utilizing these devices as educational tools to some extent in the classroom, they still acknowledge that such practices only go so far in curtailing the distracting nature of the devices. Particularly problematic is that students themselves greatly underestimate how much they are distracted by the devices and how poorly they perform when multitasking.

3. **Recommendations:**

   a. **Create policies** that you are willing to fairly consistently enforce (see Zhu on p.3).
      i. A lack of a policy is more problematic than any other avenue.
      ii. Consider creating a device-free zone in class for students easily distracted.
      iii. If devices are used as educational tools, it can be more effective to carefully delineate when devices are allowed in class rather than simply ask students to always have them.
   b. **Educate students** on the impact of devices.
      i. Show them highlights from the research in the following pages, such as the Kraushaar study (p. 3) which demonstrates that students tend to underestimate how much time they spend on devices and the Kuznekoff study (p.5) showing that students using devices more tend to get lower grades and retain much less.
      ii. Show students relevant segments of "Digital Nation: Life on the Virtual Frontier." Recommended is the 3-minute "Study of Multitaskers" segment, which demonstrates how poorly students actually perform when multitasking. (This video is available on the Films on Demand database): http://ezproxy.canyons.edu:2346/p_ViewVideo.aspx?xtid=55996&tScript=0.
   c. **Discuss students' views** on cell phones and other devices in the classroom.
      i. Help facilitate a discussion on pros and cons.
      ii. Help students consider the impact on those around them.
   d. If it fits your teaching style, embrace the use of cell phones and other technologies as a resource in the classroom, but be aware that simply embracing their use doesn't mitigate all potential problems with these devices.

II. Highlights from the Research:

1. Zhu, Erping et al. "Use of Laptops in the Classroom: Research and Best Practices." University of Michigan, Center for Research on Learning and Teaching, 2011.
http://www.crlt.umich.edu/sites/default/files/resource_files/CRLT_no30.pdf

Introduction

Across campus, laptops and other mobile devices, such as iPads and smartphones, are appearing in greater numbers in the classroom. In a CTools survey of 1,415 U-M students conducted in Winter 2010, over 50% of respondents reported bringing their laptops to class at least once per week (USE Lab, Digital Media Commons, 2010). Many faculty see this trend as an opportunity for more innovative teaching, and they are exploring ways to leverage this technology to increase student engagement during lecture. However, other faculty worry about potential distractions that mobile devices could introduce into their classrooms. In this Occasional Paper, we present the results of a CRLT research study that examined student perceptions of how laptops affect attentiveness, engagement, and learning, and we suggest guidelines for using laptops and other mobile devices effectively in the classroom. As we discuss below, laptops can be an effective tool for promoting student learning if faculty plan carefully for how and when they will ask students to use their laptops, rather than simply allowing students to bring them to class.

Recommended Policies:

➢ Set a laptop policy and communicate it to students.
➢ Identify a laptop-free zone in class.
➢ Determine how well the classroom infrastructure supports active laptop use.

Recommended Practices:

➢ Full integration of laptops into the classroom structure using LectureTools.
➢ [Suggested] Other ways laptops can support communicative interactions.
➢ Laptops as tools for reflection and idea generation.

2. Doyle, Terry and Todd Zakrajsek. *The New Science of Learning: How to Learn in Harmony with Your Brain*. VA: Stylus, 2013.

Overview

Almost daily, neuroscience, biology and cognitive science researchers reveal new insights about how the human brain works and learns. The value of this research is its potential to elevate the learning success of all students regardless of their learning situations. This [text] will discuss many of these new research findings and suggest ways to apply them in a higher education setting. Topics will include preparing the brain to learn, findings on movement and exercise, sleep, memory formation and recall, attention enhancers, multisensory learning and teaching and the role of patterns in teaching and learning.

3. Kraushaar, James M. and David Novak. "Examining the Effects of Student Multitasking with Laptops during the Lecture." *Journal of Information Systems Education* 21.2 (July 2010): 241-51.

Abstract

This paper examines undergraduate student use of laptop computers during a lecture-style class that includes substantial problem-solving activities and graphic-based content. The study includes both a self-reported use component collected from student surveys as well as a monitored use component collected via activity monitoring "spyware" installed on student laptops. We categorize multitasking activities in productive *(course-related) versus* distractive *(non course-related) tasks. Quantifiable measures of software multitasking behavior are introduced to measure the* frequency *of student multitasking, the* duration *of student multitasking, and the* extent *to which students engage in distractive versus productive tasks.*

We find that students engage in substantial multitasking behavior with their laptops and have non course-related software applications open and active about 42% of the time. There is a statistically significant inverse relationship between the ratio of distractive versus productive multitasking behavior during lectures and academic performances. We also observe that students under-state the frequency of email and instant messaging (IM) use in the classroom when self-reporting on their laptop usage.

Conclusion (excerpts)

…The test bed course requires the use of laptops and there are many class periods where software use is a critical component of the primary learning task. The findings of this study might differ for courses that do not require laptop use during the lecture because there may be relatively few productive uses of laptops in those courses. Classes that allow laptop use during the lecture but do not actively require their use to learn the course material are likely to have different multitasking and usage trends. The affects of using laptops in these classes may also be different….

…Another issue that warrants future study is investigating how laptops might be used to maximize learning while at the same time minimizing distraction. Obviously, part of the responsibility for facilitating non-distracting laptop use lies with the educator and part lies with the student. Both students and educators can benefit from better information regarding the potentially negative impacts arising from distractive laptop usage, while educators may need to be more involved with encouraging / discouraging certain types of behaviors in the classroom. Additional studies that address how differences in course structure, content, and evaluation methods might facilitate more positive learning outcomes with respect to laptop usage in the classroom are needed.

It appears that more students are bringing new and sophisticated technologies to lecture with advanced multitasking skills to match. However, students may not fully understand the potential negative aspects created by recreational multitasking use. Perhaps a better approach to banning laptops from the classroom is to encourage additional research into better ways to measure multitasking laptop use in the classroom to identify new empirically tested learning strategies.

4. Kuznekoff, Jeffrey H. and Scott Titsworth. "The Impact of Mobile Phone Usage on Student Learning." *Communication Education* 62.3 (July 2013): 233-52.

Abstract

In this study, we examined the impact of mobile phone usage, during class lecture, on student learning. Participants in three different study groups (control, low-distraction, and high-distraction)

watched a video lecture, took notes on that lecture, and took two learning assessments after watching the lecture. Students who were not using their mobile phones wrote down 62% more information in their notes, took more detailed notes, were able to recall more detailed information from the lecture, and scored a full letter grade and a half higher on a multiple choice test than those students who were actively using their mobile phones. Theoretical and pedagogical implications are discussed.

Conclusion

The goal of this study was to further understand and examine the impact of student texting/posting, during class lecture, on student learning. We found that students who were using their mobile phone frequently during a video lecture scored, on average, 13 percentage points, or a letter grade and a half, lower on a multiple-choice test than those students who were not using their phones. Students who were not using their mobile phones not only did 62% better on overall note taking, but also recorded 93% more outstanding answers in their notes than the group of students who were frequently using their mobile phones. Finally, students who were not using their mobile phones recalled 87% more minimally sufficient answers than the high distraction group and in general did substantially better at recalling information from the lecture. These findings provide clear evidence that students who use their mobile phones during class lectures tend to write down less information, recall less information, and perform worse on a multiple-choice test than those students who abstain from using their mobile phones during class.

5. Ryer, Megan. "Teacher versus Student Opinion: Cell Phones and Other Electronic Devices in School." *Northwest Missouri State University* (2012): 1-26.

Abstract

Recently at Maple Park High School [name changed], located in the South Kansas City School District [name changed], a research project was implemented to determine the effectiveness and usefulness of electronic devices in the classroom. The researcher provided a survey to both willing teachers and students asking their opinions about cell phones and other electronic devices, i.e. iPods, in the school setting. The survey included questions about the use of various electronic devices, how distracting and useful these devices were, and whether or not either party thought that they should be allowed in school. Questions were similar in design for both parties. Furthermore, data was collected from the survey and proved that teachers and students felt the same about the use of these devices in the classroom. They also felt the same about the distractibility of the devices in the classroom and on how efficiently they can be used as a teaching tool. Overall, at Maple Park High School, both teachers and students agreed that cell phones and other electronic devices should not be banned in the school setting.

III: Ryer's Summary of Additional Research

The end of Ryer's paper also provides a list of further research on this topic. Here is her review of this research (8-13):

Review of Literature

Technology is ever changing and with the invention of mobile wireless communications and advanced music technology, people of all ages now have resources accessible with the touch of a button. The majority of today's teenage student has both a cell phone and a music player, i.e. iPod, which is readily available to use in their high school setting. School districts have begun to implement cell phone and other electronic device policies in order to promote and maintain high student academic achievement. However, is this policy absolutely necessary? This is something that researchers have begun to study in order to showcase to educators what avenue to best travel in relation to cell phones and other electronic device use.

Cell phones and other electronic devices, i.e. iPods, have increasingly become a much greater distraction in the current classroom. A once limited item in the hand of a teenager is now something that all have. Yet, there are several ways for teachers to deal with the issue of disruptive cell phone usage. Many teachers have proclaimed their want for cell phones to be banned. However, cell phones are everywhere; students are able to play games, check e-mail, and take pictures, which all leave lesser attention to the material being presented during class (Gilroy, 2004). Still, Gilroy (2004) explains that students seem to believe that this has no effect on their academic achievement. What they don't understand is that it is hard for any human to concentrate fully on two things at once.

Therefore, most cell phones and other electronic devices can be seen as a huge distraction within the classroom. Even though most can be used with headphones to help students eliminate excess noise and allow them to focus, sometimes students end up emitting noise that is much louder than necessary. Anderson (2001) describes the effects of having a noisy classroom from either being from those things that can be prevented or from those that cannot be prevented, and cell phone and music player noise can definitely be prevented. Most teachers talk for over six hours a day and their voices may become strained from having to talk over large amounts of background noise, for example, loud iPod songs. Anderson (2001) explains that background noise is related to low student achievement and students that work in noisy conditions have lower attention span, less ability to focus, and tend to create more behavior problems.

However, "living in the now" with cell phones, has limited students need for planning in the future and keeping a high academic regiment. Richtel and Wollan (2011) provide several student accounts showcasing how they believe technology has been getting in the way of their schoolwork. For instance, one such female student had sent over 27,000 text messages in a month and blames these text messages for getting in the way of completing her homework (Richtel & Wollan, 2011). Richtel and Wollan (2011) explain the viewpoint of neurologists, where they believe that focusing too much energy on technology, such as the internet or cell phones, is not beneficial; down time and rest is needed away from these tools in order to be successful. Still, even though schools promote technology to better student's advancement in the future, teen's need to be aware of what is the most important thing to focus on. In addition, parents can help play a role in the cell phones students have by limiting what they are able to do on them (Gilroy, 2004). Gilroy (2004) implies that since cell phones will be around for a while, it is going to be a great effort to get students, teachers, and administrators all on the same boat in any cell phone policy.

Furthermore, resilient school policies are best created by looking at research collected from a variety of outside school policies and practices. In relation to cell phone policies and procedures, Obringer and Coffey (2007) provide a way to evaluate administrators' perceptions of cell phone issues and related policies. A survey was conducted based on the information gained through a literature review,

panel of experts on the topic, and the implementation of a small pilot study at the researcher's university (Obringer & Coffey, 2007). Furthermore, the data shared from this research was collected through a survey that was mailed randomly to 200 high school principals throughout the United States (Obringer & Coffey, 2007). Over 50% of these administrators returned the survey which allowed findings to be examined thoroughly in: (1) high school policies, (2) parental support of these policies, (3) teacher's use of cell phones, (4) student disciplinary actions, and (5) misuses of cell phones by students (Obringer & Coffey, 2007).

While this being said, creating and implementing a consistent and successful cell phone and electronic device policy is something that all school districts need to consider as technology evolves. There are several suggestions that need to be taken into consideration of how to deal with students who use their cell phones during class. School districts need to take into account things that should and should not be done when creating a policy. For instance, Rosevear (2010) suggests using the same phrase each time a cell phone needs to be taken away so students know the procedure. In addition, Rosevear (2010) also explains not to play favorites and to provide the same consequence with each student. Other helpful tips to include when creating a consistent policy is to make sure before a teacher takes a phone, that it is off, teachers need to be a cell phone role model, and teachers should also be creative with consequences (Rosevear, 2010). If teachers can be consistent and stick to some of these techniques, the policy will be sound and the classroom will become a less distracting place.

In continuation, with a consistent cell phone and electronic device policy that keeps cell phones in the school setting, it is important to take a positive approach to implementing these devices in the classroom. Teachers are striving to get administrators on board to allow students to use cell phones in the classroom since school funding for supplies is becoming more and more limited (Ferriter, 2010). Ferriter (2010) suggests several simple tricks to breaking the negative connotation of cell phones in the classroom by, (1) making them visible, (2) showcasing a convincing application of cell phones in the classroom, and (3) using cell phones to replace necessary supplies. By following these strategies, administrators may be more open to new ideas.

Student's cell phones could save schools money and become useful tools, taking the place of once expensive resources. With the implementation of cell phone usage in the classroom, they can end up being used as a beneficial resource. Students and teachers have recently become huge users of wireless technologies; including, PDA's and SMS (short-message-service), also known as text messaging, messaging through mobile wireless cell phones (Kim, Holmes, & Mims, 2005). Rosevear (2010) explains that cell phones can be used to help teach summarizing and language through SMS. Cell phones in high school will also get students ready for future endeavors in the college setting. Scornavacca, Huff, and Marshall (2009) discuss the impact of using cell phones in classrooms at the university level and take into consideration the implications of using SMS, too. "Classroom Feedback Systems," such as clickers, have not been proven beneficial (Scornavacca et al., 2009). Moreover, with the new system called, TEXT 2 LRN, students are able to send, via SMS, questions and/or comments about the lecture being taught at that moment, along with providing a quick and easy way for teachers to survey or quiz students on information (Scornavacca et al., 2009). This system provides students and staff another communication resource, but does not relatively allow students to gain more knowledge by using this technology. Scornavacca et al. (2009) suggest that using cell phones in classrooms as a tool would increase active participation and help decrease distractions, such as texting a friend in another room. Even though the uses are different between students and teachers, both are deemed beneficial by providing mobility and reachability (Kim et al., 2005). This would be relevant in both the high school and college setting. Kim et

al. (2005) suggest that schools need to take advantage of these technologies and implement them into their classrooms to better help prepare their students for future success.

On the other hand, cell phones and other electronic devices are still seen by some as a burden in and outside of the classroom. Thompson and Cupples (2008) describe how cell phones can have a negative effect on a student's spelling, grammar, and communication skills while also frequently disrupting classroom learning time. Furthermore, Pierce and Vaca (2008) provide information relating to a study that was developed to explain the differences between teenagers that use communication technologies, and those that don't. The study included 517 high school students who had completed a self-report survey. The survey showed that 75% of these adolescents used MySpace and had a cell phone, and that more than half of them also had an IM account (Pierce & Vaca, 2008). Those that used all three of these technologies had significantly lower grades than teens that did not (Pierce & Vaca, 2008). The study also revealed that teenagers, who used these technologies when working on their homework or when procrastinating on their home to use these technologies, reported having lower grades. The research found that many students text message frequently during class and even text message sometimes during a test (Pierce & Vaca, 2008).

In conclusion, will technology advancements here to stay. It is important for school and their districts to establish a cell phone and other electronic device policy that is best for that school. Whether or not cell phones are banned or not, administrators and teachers need to make sure that their students are getting the best education possible. Teachers need to be educated on how cell phones can be used in the classroom successful in order for them to remain a substantial and effective part of the classroom.

Policy Committee Proposal:
Office Assignment Proposal – Phase 1

BACKGROUND

In the dim, misty early years of COC, faculty office assignments were somewhat haphazard, with no formal system in place. Around 20 years ago the Academic Senate assumed responsibility for office assignment. At that time a system based primarily on seniority was devised to help guide office assignments. Although there have been a few minor adjustments, this will be one of the first major review of our office assignment procedures in many years.

These revisions should be viewed as Phase 1 of a three-phase process.
> *Phase 1: Clean up the current procedures in time for the arrival of the next batch of new full-time faculty hires, the overwhelming majority whose first offices will be on the Valencia Campus.*
> *Phase 2: Should the current seniority paradigm apply to new offices for Canyon Country? Should seniority remain the primary determinant of office assignment? If not, what are some alternative paradigms/models that could be developed? Do the benefits of the alternative models outweigh the advantages of the current system?*
> *Phase 3: If a new method for office assignment at Canyon Country is adopted, would it be desirable or feasible to adopt that newer model on the Valencia Campus?*

*Substantive changes and/or additions are indicated in **<u>bold, underline, italicized font</u>**. Minor editorial changes clarifying existing phrases, removal of duplicated portions, and/or changing the grouping are not indicated on this document with any special font.*

The primary changes/revisions included in this proposal include:
- ✓ *Changing the title from Office Allocation to Office Assignment;*
- ✓ *Clarifying the role of the Senate (i.e., what the senate is and what it is not responsible for);*
- ✓ *Clarifying the role of COCFA;*
- ✓ *Requesting the creation of "Visiting Professor" offices for faculty members teaching outside of their primary campus;*
- ✓ *Reducing the guarantee of two permanent assigned offices for all full-time faculty members teaching on two campuses to one permanent office on one campus, and access to "Visiting Professor" office on the second campus;*
- ✓ *Clarifying what should be in each full-time office space;*
- ✓ *Formalizing method of determining office capacity;*
- ✓ *Creating a procedure to assign office spaces to newly hired full-time faculty prior to their arrival on campus;*

This proposal does not address the question of Adjunct Offices; however the Academic Senate would be willing to work with AFT and the Administration if there is any desire to develop such a policy.

COLLEGE OF THE
CANYONS
Academic Senate Procedures for Full-time Faculty Office ~~Allocation~~ *Assignment*[1]

ROLE OF THE ACADEMIC SENATE
> *The Academic Senate is responsible for the general process of assignment of existing office spaces. However, questions of faculty offices touch upon negotiable issues of working conditions. As such the Senate should work collegially with the Faculty Associations as well as the District administration.*
>
> *The Senate's primary responsibility is to oversee office assignments. Any questions regarding maintenance and/or repair to faculty offices should be directed through the standard college work-order process, and not processed through the Academic Senate.*

GENERAL GUIDELINES FOR FACULTY OFFICES
> *As a working condition, specifics for office guidelines are subject to COCFA contract. The COCFA Negotiated Agreement will have precedence in case there is a conflict between that document and these policies.*

Every full-time faculty member in the Santa Clarita Community College District is entitled to ~~an~~ *one* office ~~on the main Valencia campus~~.
As a minimum, every full-time faculty member should have an office that is equipped with
- ✓ *District-Provided Furniture:*
  - *Desk*
  - *Bookcase*
  - *File cabinet*
  - *Desk chair*
  - *"Visitor" chair*
- ✓ *District-Provided Technology*
  - *Campus phone*
  - *Computer (Desktop or laptop)*
  - *Office printer, or access to a nearby common printer*
- ✓ *In addition, each office should be furnished with a functioning, lockable door.*

Prior to a faculty member moving (or transferring) into a new office, the College should inspect the office to ensure that it is in good working condition.
- ✓ *The office should be repainted if it has not been repainted in less than 5 years;*
- ✓ *Carpeting, if present, should be replaced if there are holes or other obvious signs of wear or conditions that could cause a potential trip-hazard for students or faculty members;*
- ✓ *Any furniture that is broken or missing will be repaired or replaced.*

---

[1] The term "assignment" is more appropriate than allocation. Assignment refers to placing an individual into a specific space; allocation is more appropriate if we were determining the total number of offices that would be available for faculty, classified, and/or administrators.

CATEGORIZATION OF FACULTY OFFICES

The Academic Senate will maintain a list of all rooms that are designated as faculty offices, including the official square footage assigned to each office and whether the office is a general office or a restricted office.

An office is considered restricted if an individual must travel through a teaching area or specific service area to access the office (e.g., Welding office, Counseling Office, Band director office).

Square footage of rooms is determined by the District's "Certification of Space Inventory".[2] *Any challenge to the accuracy of that inventory will be resolved by a measurement of the office conducted by a member of the Senate along with a representative of the Facilities department. Any correction made must be included in the next submission of the Certification of Space Inventory, and a notation of the revised square footage should will be amended in the official Senate list of faculty offices.*

Based on the State Architect's guidelines used when designing campus buildings, each faculty office shall contain a minimum of 72 square feet per person.
A. A single office shall contain 72 - 143 square feet.
B. A double office shall contain 144 - 215 square feet.
C. A triple office shall contain 216 – 288 square feet[3]
D. For multiple-person offices, there shall be a minimum of 72 square feet person.

Grandfather Clause: Any future revisions to these guidelines that would increase the capacity of an office (e.g., a 1 person office becomes a 2 person office) will not take effect until the current occupant vacates that office. However, this grandfather clause only applies to changes in the guidelines regarding square footage, not to extended office vacancies in a multi-person office that is not filled. [4]

DISPLACED FACULTY

Unless otherwise indicated below, faculty members may not lose their office assignment without their consent.
A faculty member may be considered displaced as a result of one of the following:
- ✓ An office space is permanently lost due to remodeling
- ✓ An office space is lost as the result of a documented health hazard;
- ✓ *A faculty member has their full load changed from one campus to another campus by the District.*[5]

---

[2] This is a document that each District is required to submit to the State Chancellor's Office. It details every room on campus, including square footage.

[3] According to the plans of the new science building at Canyon Country, the drawings indicate a two-person office with 217 square feet.

[4] For example: if a faculty member is a single person in a two-person office that does not become a one-person office simply because the second space was never filled by another individual. The designation based on. It was

[5] This brings up an important point (another Pandora's Box?). Do we have a formal assignment of faculty members to a particular campus?

Displaced faculty members may choose any available office space. Displaced faculty members will have priority over any other faculty member, with more senior displaced faculty having priority over less senior displaced faculty members.

Faculty members who initiate a request to have their primary teaching load on a different campus are not considered displaced[6]. If a faculty member would like their permanent office on another campus they must relinquish their current office and choose any available offices based on the assignment policies for that campus.[7]

PROVISIONAL OFFICES NOT ON CAMPUS OF PRIMARY ASSIGNMENT[8]

Every full time faculty member is guaranteed a primary office on one of the two main campuses. However, there are times when a full-time faculty member will be teaching a partial- or full-load or a partial load at a sister campus.[9] To provide office space for these circumstances, The District should identify a "Visiting Professor" office space on each campus. [10]

Visiting Professor Offices are not designed for exclusive use of one faculty member, and must be shared among those faculty members while they are not teaching on their regularly assigned campus. [11]

Each Visiting Professor office should contain a separate, locking file cabinet for each instructor who will be using the space. [12.] If the Visiting Professor Offices are multi-person offices there should be arrangement for spaces to conduct student conferences with enough privacy to satisfy FERPA concerns.

---

[6] This does not apply to faculty members who would like to teach a course on another campus, or even teach a full load on another campus. However while they would retain their current office on their prime campus, and not be eligible for a permanent office on the secondary campus. To obtain a permanent office on the second campus they would have to relinquish their permanent office on the first campus. If they did not wish to relinquish their current office, they would be eligible for access to a "Visiting Professor" office on the second campus.

[7] Another important question/Pandora's box: what if we have enough faculty offices for all of the full-time faculty, but the mix is uneven (e.g., the only way to provide all full-time faculty members with an office space would be to have some full-time faculty members have an office space on one campus with their full-time teaching load on another campus)?

[8] It should be noted that while a Senate procedure might call for the establishment of Visiting Professor Offices, the actual designation of such rooms cannot be created by Senate fiat; it will require cooperation and agreement with the college administration and COCFA.

[9] I am not sure of the proper term for relating to the two campuses in this context. I do not think that we have used the term "sister campus" in any official context. Perhaps there is a better term?

[10] One possibility for Visiting Professor Offices could be larger rooms, similar to the old X-11, or the adjunct offices on the Canyon Country Campus. However, especially for the Valencia Campus, there may be some difficulty in identifying space(s) that could be rededicated as a Visiting Professor Office without taking away from much needed instructional space.

[11] Would these be in addition to adjunct faculty office spaces (which could be seen as "separate but equal" office space) or would these be at the same places as adjunct office space (which could be seen as taking away offices from the adjunct to benefit the full-time faculty)?

[12] Unresolved logistical issue: How do instructors coordinate different schedules? Who would coordinate the assignment of the lockable file cabinets (i.e., who/how would distribute keys to faculty member who start to teach at another campus, and who/how would keys be collected after the Visiting Professor's teaching assignment at the secondary campus has ended?)

VACANCIES – *VALENCIA CAMPUS*
Announcement of Vacancies/Domino Effect:[13]
    To expedite the assignment of faculty offices, vacant offices are divded into two categories:
- ✓ *Anticipated Vacancies are the result of a known vacancy arising from a faculty member who is scheduled to retire or otherwise vacate their office; and*
- ✓ *"Domino" vacancies, which are vacancies that arise as a result of individuals moving into anticpated vacancies.*

When office vacancies are anticipated, a memo will be sent to each full-time faculty member, asking who is interested in changing offices. This memo will list all anticipated vacancies, and a reminder that Domino vacancies may occur.

Faculty members interested in changing offices will have a week to indicate their priority interst in any anticpated vacancy; they may also indicate if they have any interst in any Domino vacancy that might emerge (e.g., "I am interested in ANY single office that becomes available"; "I am interested in any office in the [xxx] building that becomes available"; "I am interested in any available office with a window", etc.)

Vacancies in single offices
    Assignments to single offices will be determined by faculty preferences in seniority order.

Vacancies in multiple-person offices
    When there is a vacancy in a multiple-person office, the remaining faculty member who is in the multiple-person office shall be invited to choose an office partner from any current or newly-hired full-time faculty member, without regard to seniority.
    If vacancies in multiple-person offices must be filled to ensure that every faculty member will have a designated office space, vacancies will be filled in reverse seniority of the faculty members who occupy multiple-person offices with vacancies.
    If a faculty member in a multiple-person office with a vacancy is unable or refuses to choose an office partner, the Academic Senate President will assign a faculty member to the office if the space is needed.

Vacancies – newly hired faculty members[14]
    After all current full-time faculty members have been given an opportunity to transfer to any offices that become available at the end of a semester, the Department Chairs (or designee) for any department that has a newly hired faculty member will meet with the Academic Senate President (or designee) to determine office assignment for newly hired full-time faculty members.

---

[13] This is not new; it is articulation of existing practice.

[14] A major procedural law in the existing policy is assigning office space to newly hired faculty. The seniority lottery for newly hired faculty members may not occur until a few days until the semester starts (or in some cases after the semester starts). Since the new faculty members have not established their seniority numbers, they cannot choose an office. This would help allow newly-hired faculty members to better prepare to begin their professional responsibilities at COC by having office assignments made before they reach the campus.

When assigning offices to newly hired full-time faculty members the goal should be assigning offices that are in proximity to primary teaching areas and/or other members of their departments. However, this may not always be possible since the only available offices may not be near teaching areas/other department members.

VACANCIES – CANYON COUNTRY CAMPUS
The Senate may consider the merits of developing a different paradigm for assigning offices on the Canyon Country Campus. At that time the Senate will also consider the viability and feasibility of introducing a non-seniority based system on the Valencia campus. However, any modification to the office assignment procedures on the Valencia campus will not impact the current office assignment of any full-time faculty member on the Valencia Campus.

EXEMPTIONS TO THE OFFICE ASSIGNMENT PROCEDURES
Health and Safety Exemptions

In order to assure compliance with ADA regulations, exemptions made be made to the office assignment procedures meet the needs of any special health or physical requirements (e.g. wheelchair accessibility).

Full-time faculty members shall not be displaced from their current offices without their specific consent. The Displaced Faculty procedures will apply to a full-time faculty member who agrees to relinquish their current office assignment to meet the special health or physical needs of faculty member.

If there are no offices available to meet special health or physical requirements the District will need re-assign/remodel an existing non-faculty office room so as to meet those needs.

Exemptions NOT based on health/physical requirements.
To ensure equity in office assignments, the Academic Senate President will appoint a small ad hoc committee of at least three senators to consider any request for exemptions to the office assignment procedures that are not based on health or physical requirements.

In no case may an exemption be made to increase the square footage allowed for any individual faculty member for reasons other than health or safety.

Adjunct Handbook

Hx: In summer of 2016, Denee graciously updated the existing Adjunct Employee Handbook. One observation about the handbook was that there wasn't any mention of how adjuncts might get involved at COC. One the one hand, it is awkward to encourage adjuncts to be involved in much when many opportunities are w/o pay. On the other hand, educating adjuncts about opportunities helps them learn about what is available and gives them a chance to network with others and grow their resumes. It was agreed that with something could be added to the handbook if it was "vetted" by the Professional Development Committee and the Senate to ensure that an appropriate balance was reached and that opportunity for input was gathered from more than one source. The section below has been reviewed and approved by the Professional Development Committee and awaits Senate feedback and approval.

Becoming engaged in the greater College of the Canyons community is a great way to get to know your colleagues, learn about academia, collaborate with others, be included in the decision making process, and contribute to the growth and development of the college. Everyone's input is valued at College of the Canyons and opportunities to serve our students in meaningful ways outside of the classroom are plentiful.

The following is a list of areas where faculty, including adjuncts, can "get involved". In some cases these activities are compensated, either via professional development hours for which adjuncts receive pay, or via stipends, and in some cases participation is on a voluntary basis. Adjuncts are not required to take part in these activities, but are always welcomed.

1. Attend department and school meetings – get to know your colleagues!

2. Serve on a committee – There are many committees at COC and each has a unique purpose. Most are open meetings and new members are welcome. The district compensates adjuncts (one adjunct per committee/team) for service on select committees such as: Accreditation Committee and Teams, Educational Technology, Enrollment Management, Health and Safety, President's Advisory Council on Budget and Curriculum Committee.

3. Participate in Faculty Inquiry Groups (FIG's), Special Task Forces or Workgroups – occasionally an opportunity will arise whereby a special need requires a group of faculty to work on a time limited project. Sometimes a stipend is included.

4. Serve on the Academic Senate – Take part in shared governance. There are three peer-elected adjunct representatives that serve on the senate.

5. Attend professional development workshops – Grow your abilities to be an effective instructor and leader. FLEX week occurs one week before the start of each regular semester, and several workshops occur during this week providing a great way to meet people and learn new skills. Workshops take place throughout the semester as well.

6. Enroll in a more intense professional development training "program". Information for these can be found on the Professional Development webpage.

    Management Academy
    Skilled Teacher Certificate Program

Leadership Education in Action Program (LEAP)

7. Offer to **teach** a professional development workshop. If you have an expertise that others would benefit from, consider sharing it with your colleagues. Register your idea at https://www.mylearningplan.com/mvc/login. The Professional Development Committee with review it and help you schedule a date and reserve a room.

8. Participate in the Mentor Program – either as a Mentee or a Mentor. There are a lot of very knowledgeable and helpful people at COC who are happy to serve as mentors, including experienced adjuncts. Anyone can be a Mentor or Mentee at any time in their career.

9. Tutor students in the TLC/EOPS/MESA – students benefit from additional help from caring instructors.

10. Give a scholarly presentation to students/community

    Sociology Lecture Series – one does not have to be a sociologist to present
    Friday with the Professors – present in the community to senior citizens
    COC Scholarly Presentation – share expertise with the whole community at the PAC

11. Host an event – Whether solo or via collaboration with others, be creative and take initiative to make it happen. Talk to your Department Chair about your ideas.

12. Be a club advisor or co-advisor

13. Read a Book – every semester the Humanities Department leads discussions about the "book of the year". Includes getting together to discuss the book on a regular basis.

14. Mind Body Wellness – each semester faculty and staff get together to support each other in efforts to promote health and well-being.

15. Collaborate with others to write an OER textbook or assist your department in updating existing OER.

16. Attend Graduation – Seeing faculty from their discipline can be very meaningful to graduates. Faculty can obtain caps and gowns from the bookstore for no cost, and rent a hood for a nominal charge.

17. Join your union – As a member, or by serving on the board, union membership can be a way to meet new people and participate in the process of fighting for changes at your college through your union.

Efforts to create a rich and rewarding environment for our students is a top priority at College of the Canyons and one that is shaped in many ways. Consider how you might wish to be a part of these endeavors.