

COLLEGE OF THE CANYONS ACADEMIC SENATE

February 9, 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 December 8, 2016 (pg. 3)

B. Reports

1. President's Report, Rebecca Eikey
2. Vice President's Report, Jason Burgdorfer
3. Academic Staffing Committee Report, Peter Hepburn

C. Action Items

1. Emeriti status for Kevin Jenkins
2. Gary Collis, Senator for School of Business
3. Lori Young, Business representative for Curriculum Committee
4. Accreditation Mid-Term Report
<https://www.canyons.edu/Offices/AcademicSenate/Documents/Midterm%20Report%20%20020517.pdf>
5. Faculty Seniority Procedures (pg.15)

D. Discussion Items

1. Standards and Practices Committee Syllabi, Ann Lowe (pg. 17)
2. Resolution to Support Students in an Uncertain Political Climate
3. Faculty Office Allocation Policy (pg. 41)
4. California Pathways Grant
<https://www.canyons.edu/Offices/AcademicSenate/Documents/CAGuidedPathwaysReadinessAssessment-Canyons%20v1.pdf>
5. Committees on Committees Survey of Committee Operations Fall 2016
<http://www.canyons.edu/Offices/AcademicSenate/Documents/Committee%20on%20Committees%20Survey%20of%20Committee%20Operations%20Fall%202016%20%28005%29.pdf>

E. Unfinished Business

1. Adjunct Discipline List, Aivee Ortega
2. Climate Survey Results

F. New Future Business

1. Full-time Faculty and Adjunct Handbooks
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 Bonelli 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

- ☐ Faculty Hiring Regional Meetings, February 10 - 11, 2017, Southwestern College, 900 Otay Lakes Road, Chula Vista, CA 91910
- Accreditation Institute February 17 -18, 2017 Napa Valley Marriott
- 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 December 8, 2016

Voting Members					
Senate President	Rebecca Eikey	X	SBS Senator	Rebecca Shepherd	X
Vice President	Jason Burgdorfer	X	Business Senator	VACANT	
Immediate Past President	VACANT		Learning Resources Senator	Erin Barnthouse	X
Curriculum Chair	Lisa Hooper	X	At Large Senator	VACANT	
Policy Review Chair	Michael Dermody	X	At Large Senator	David Martinez	A
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	Garrett Hooper,	X	At Large Senator	Benjamin Riveira	X
Humanities Senator	Tracey Sherard	X	Adjunct Senator	Kimberly Bonfiglio	X
Kinesiology/Athletics Senator	Philip Marcellin	X	Adjunct Senator	Mercedes McDonald	X
			Adjunct Senator	Noemi Beck-Wegner	A

Guests:

Leslie Carr	Denee Pescarmona
Edel Alonso	Audrey Green
Rick Howe	Kelly Burke
James Grossklag	Brian Weston
Ann Lowe	Diane Fiero
Galeen Roe	Tricia George
Daylene Meuschke	

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

A. Routine Matters

1. Call to order: 3:00 pm
2. Public Comment: Edel Alonso commented that she has been reading our agendas and summaries even though she has retired. She is very impressed with the work the Academic Senate is doing. She loved the improvements to BONH 330. And as a Board Member that she will continue to pay attention to our work. She is very impressed by what the Academic Senate has done.
3. Approval of the Agenda: motion to approve Michael Dermody, seconded by Wendy Brill Wynkoop. Unanimous. Approved.
4. Approval of the Consent Calendar: Motion to approve Michael Dermody, seconded by Erin Barnthouse. Unanimous. Approved.

Academic Senate Summary for November 10, 2016 (pg.2)	Program Review Committee Summary for November 23, 2016 (pg.20)
Curriculum Committee Summary for November 17, 2016 (pg.15)	CASL Summary for November 11, 2016 and November 23, 2016 (pg.20)
Curriculum Committee Summary for December 1, 2016 (pg.17)	Senate Executive Summary for November 10, 2016 (pg.21)
	Program Viability Committee Summary for December 1, 2016 (pg. 22)

B. Reports

1. Academic Senate President's Report, Rebecca Eikey

Academic Senate President's Report, December 8, 2016

Brown Act Discussion on Academic Senate President's google listserve

I have been forwarding you some email conversations regarding the Brown Act. Here is a copy of that information from a response by David Morse to this conversation:

"I would just caution that letting people bring up future agenda items is fine, and you can also allow clarifying questions on the president's report or other reports. But as soon as you begin to move into discussion, meaning that people are making statements of their own or responding to each other, you are violating the Brown Act. This includes announcements and public comment. Here is the language from Government Code Section 54954.2 (a) (2):

"No action or discussion shall be undertaken on any item not appearing on the posted agenda, except that members of a legislative body or its staff may briefly respond to statements made or questions posed by persons exercising their public testimony rights under Section 54954.3. In addition, on their own initiative or in response to questions posed by the public, a member of a legislative body or its staff may ask a question for clarification, make a brief announcement, or make a brief report on his or her own activities. Furthermore, a member of a legislative body, or the body itself, subject to rules or procedures of the legislative body, may provide a reference to staff or other resources for factual information, request staff to report back to the body at a subsequent meeting concerning any matter, or take action to direct staff to place a matter of business on a future agenda."

take action to direct staff to place a matter of business on a future agenda.

First, note the phrase "no action or discussion"; this is not just about actions items. Also, note that this says that members can make clarifying for factual statements in response to a question posed by the public. Members of the body should not be speaking under public comment, as they are not members of the public. Members can speak briefly under an announcements section but should not be responding to each other. As soon as members start responding to each other or making statements of opinion rather than references to factual resources, you have crossed into a violation. So I am afraid that what Fran is suggesting is very likely a Brown Act violation."

Board of Trustees Meeting, December 7, 2016

As you know Edel Alonso, Michele Jenkins, and Steve Zimmer were sworn in last night and will start their new 4-year terms. There were a number of Board Policies approved last night: BP 3280 – Grants, BP 250, Academic Standards - Academic Probation, Dismissal, and Readmission, BP 4251, Academic Standards - Progress Probation, Disqualification, and Readmission, BP 535 - Student Participation in Shared Governance, BP 5905 - Credit by Exam. The following BP was repealed BP 522 - Dress Code.

For the Academic Senate Report – I shared with the Board the Resolutions Update document which included the following resolutions (all of which were approved by the Senate between Nov 10, 2016-Nov 5, 2015): Faculty Emeritus Program; Civic Center Use; Evaluation of Administrators; Open Educational Resources; Nepotism (joint with COCFA), Short Term Hiring Procedures (joint with COCFA); Support of the Recommendations of the Chancellors' Accreditation Task Force; Course Management System Training. There was time to read the Whereas and Resolve statements for the first 4 on in this document. Only the Resolve statements were read for Nepotism and Short Term Hiring Procedures and will be read at the next BOT business meeting.

Feedback received at last night's meeting regarding the resolutions that were able to be fully read:

1. Faculty Emeritus Program – Dr. Van Hook expressed concern that our retired faculty would not have the integrity to use the college Letterhead appropriately and would instead abuse the use of the College Letterhead and that we needed to think more carefully about how to operationalize this request.
2. Civic Center Use – Mr. Schrage disagreed that the last Resolve (to request a joint Academic Senate-Admin committee be formed to address BP 6700). I sent an email to Mr. Schrage about forming such a committee on 6/15/16. It was my understanding after talking with him on the phone in June that he didn't believe that there as a need to form such a committee. He repeated this sentiment that last night.
3. Evaluation of Administrators – Mrs. MacGregor was interested in knowing the level of involvement from the other groups (students and classified) in the development of this resolution.
Our meetings are open to the public. Furthermore, a student representative is part of the Academic Senate and thus included in the conversation. We may want to consider revising our Academic Senate Constitution, though. Other Faculty Senates have a member of the Board of Trustees on their Senate as non-voting position.
To ensure that the student voice is understood to be included as part of the Academic Senate, we will make sure that there is a standing report from ASG on the agendas starting spring. I had been thinking about doing this for a while but last night's question confirmed the need to do this.
One of the Program Review objectives for the Academic Senate is to increase collaboration with the Classified Senate. Last year, I discussed with Classified Senate the possibility of having joint Academic Senate-Classified Senate meetings, but it my understanding at that time that the Classified staff did not have the permission from their managers to be "released" to attend Academic Senate meetings. This has been a barrier to our collaboration, but I am optimistic that we can schedule a joint meeting at another time. I would also like to appoint an Academic Senate representative to go to the Classified Senate meetings – they meet the 3rd Tuesday 11-12:30 pm.
4. Open Educational Resources: Dr. Van Hook and the board members were most interested in understanding the genesis of this resolution. It was explained that the ASCCC recommended this for colleges who were considering applying for a grant related to the Textbook Affordability Act of 2015. We have applied for the grant and have two OER faculty coordinators supported by this grant: Erin Barnthouse and Jeff Baker.

Other general feedback: Diane Fiero expressed her opinion that the Resolutions from the Senate have been created *without* Collegial Consultation and they are focused on Board Policies that are already in place. However, we know that there is not an established cycle for the review of Board Policies and that some Board Policies have not been reviewed nor revised since 1991.

Did Collegial Consultation occur? As mentioned above, I emailed Jim Schrage in June about Civic Center Use and the impact filming has on campus and need to form a committee to discuss. He was not interested in pursuing the conversation at that time.

Other meeting dates, persons involved and topics as related to resolutions and concerns above:

1. 8/15/16 – meeting with Classified Senate representatives – Emeritus Policy Discussion
2. 8/31/16 – meeting with Dr. Van Hook – Min Quals & Equivalencies; evaluation of administrators to include faculty (*Dr. Van Hook indicated she had models that she could share*); Program Review Committee; CTE Liaison; Climate Survey; Decision Making Guide
3. 8/31/16 – meeting with Diane Fiero – Evaluation of Administrators; Equivalencies/Discipline assignments (curriculum and memos to Senate); mentor program assignments; short term employee task force; faculty offices at CCC; anticipated faculty retirements and impact on FON
4. 9/12/16 – meeting with Classified Senate representatives – Climate Survey; Collegial Consultation; scheduling monthly meetings
5. 10/24/16 – meeting with Classified Senate representatives – evaluation of administrators; confidentiality of feedback in evaluations; emeritus policy; professional development opportunities
6. 10/26/16- meeting with Dr. Van Hook – college catalog; questions related to facilities and communication, including Civic Center Resolution; policy tracking; master calendar for policies; how to guides; noncredit curriculum

EEO and Diversity – EEO Advisory Committee meet 12/5/16 for an update on the EEO Plan that was submitted last spring. The Chancellor's office has an EEO and Diversity Best Practices Handbook – that I would encourage others to read: <http://extranet.cccco.edu/Portals/1/Legal/EEO/eee-handbook-final.pdf>

The Faculty Intern Program (FIT) has been running this semester, however the Board Policy we approved on March 10, 2016 and discussed at College Policy Council on May 31, 2016 has not yet gone to the BOT for reading or approval. Another reason that a better Policy Tracking system (which we will discuss as part of the Accreditation Midterm Report) is needed.

PAC-B – The Budget Parameters were modified and expanded. These were approved by the BOT last night. *How are these parameters actually used in budget development?*

Next Monday there is a PAC-B meeting (3:15-5 pm) and I would encourage attendance.

- Discuss Process for Equipment Maintenance/Repair vs. Replacement
- 5-Year Asset Inventory Report – State Chancellor's Office & Program Review
- District Asset Inventory List
- Final 2016-17 Instructional Equipment Lists
- Updates on Instructional Equipment funded, and more

Climate Survey Open Forums - these were held over a range of days and times and ideas were generated. I think we are ready to move forward with developing some actionable steps.

2. Technology Committee, Rick Howe ○ This semester we worked on the Technology Master Plan. Given some problems with the hardware and service provided by Dell, there has been some discussion to switch vendors to possibly HP. No decisions have been made.

- Technology Innovation Funds have been approved for this semester. There was a subcommittee who approved the proposals for funding based on merits not on cost. Of the 23 requests, seven were approved for funding. There will be funding available for 201718. The requests must be technology-based and innovative.
- Instructor Station Evaluation. There are four setups in the Academic Affairs demonstrating the proposed changes to the instructor stations. Currently there has been concern that the instructor station is too large. There are four options available and no outcomes as of yet.
- A change to the use of COC-all email is in effect.
- Wi-Fi will be upgraded in WPEK. Right now there is zero internet. There will also be bringing internet connectivity to the press box.
- They are looking to increase the email storage. They are considering going with Microsoft Cloud based which would allow 15 GB of storage and access to Office 360.

3. Policy Review Committee, Michael Dermody

- a) Brown Act

Clarifying what Rebecca has said in her reports. The intent of the Brown Act was to ensure decisions of elected officials were done in a transparent fashion. That everyone should know what the elected representatives are doing. The State Attorney General has ruled that since the Board delegates some responsibilities to the Academic Senates, Senates fall under the Brown Act. The Academic Senate at Long Beach City College was sued because they did not follow the Brown Act. We should follow the Brown Act because it is the law and we are modeling for our students. We need to distinguish between Reports and Discussion items. During Reports you can ask for clarification, but you cannot give your own personal opinion. In Discussion you can discuss and ask, but any decisions will come back to the next meeting. An Action item is just that. You cannot take Action under discussion.

- b) Update Report College Policy Council

There have been issues related to tracking policy development and eventual approval by the Board of Trustees. We have had problems in which sometimes policies have slipped through the cracks or we have policies that are very old and outdated. We are going to be developing a process where periodically every policy is going to be reviewed. Tentatively we look at the review cycle to be every five-years. The policy on College Assistants is good example of an outdated policy. This policy is from the late 90's when there were not many non-credit students. With the anticipated increase in non-credit enrollment, more consideration and collegial consultation as to who qualifies to be a college assistant needs to take place.

There was an update on grant policy. There are mandated changes from the federal government that must be put into the policy. Other policies revised and discussed at College Policy Council include Student participation in governance and Dress Code. The

Student Participation in Governance is an old policy. During the discussion at CPC, it is clear that we have to help students know that they can participate and they should participate in. The policy related to Dress Code is recommended for repeal. This policy is from the early 90's. Issues related to dress code, such as safety consideration, such as protective glasses for chemistry, is provided now in the policies related to Student Conduct.

c) Final Exam Policy Memo

The Academic Senate President received an email asking if there was a final exam policy. This was passed onto the Policy Committee. The committee reviewed this and they have responded back that the policy is current. You teach every hour that you are assigned to teach. Some may do an exam, projects, or presentations. The key thing is you have to be present with your students for all the contact hours or you violate the apportionment laws. We think the purpose of this was related to faculty not attending class the last week of the semester and not notifying the college of their absence. If that is the case, then we recommend that Academic Affairs sent out a gentle reminder to instructors reminding them that they need to meet with their students that week.

C. Action Items

1. Approval of Jason Burgdorfer as Vice President of Senate: Motion to approve Michael Dermody, seconded by Rebecca Shepherd. Unanimous. Approved. This opens a new At-Large Senator position. *Please go back to your schools and let them know we have an opening if anyone is interested.*
2. Approval of Emeriti Status for Len Mohny: Motion to approve Lisa Hooper, seconded by Philip Marcellin. Unanimous. Approved.
3. Basic Skills Initiative (BSI) Expenditures, Denee Pescarmona: motion to approve Wendy Brill Wynkoop, seconded by Erin Barnthouse. Unanimous. Approved.
4. Year 3 Update of Program Review for the Academic Senate, Rebecca Eikey
Program Review was put into two categories, Meeting Efficiency and Implementing the 10+1. So the ideas that were generated in previous Academic Senate meetings related to budget has been put in the budget request and organized per a planning document. Rebecca did volunteer to be part of the pilot project with eLumens, the replacement for CurricUNET and Program Review. Participating in eLumens will help us to view Program Review with fresh perspectives. Comment by Wendy Brill Wynkoop, she felt there were too many objectives and we should clean it up so that it could be broader. Rebecca stated for the fall Senate Retreat maybe program planning would be a good opportunity for us to dive into it a bit deeper because we would have gone through some of the group work planning with implementing eLumens. We may have a better sense of what that program can do for us. Motion to approved Michael Dermody, seconded by Kimberly Bonfiglio. Unanimous. Approved
5. Pre-Approved Professional Development Activities, Leslie Carr
The idea was that there are a number of Professional Development activities that are offered on an ongoing basis, so why re-submit a proposal for each one when there could be a pre-approved list. We already can see what the learning outcomes would be and have an understanding why it is appropriate for Professional Development. Regina Blasberg asked if it was ever resolved the question or issue of faculty evaluations in terms of the difference between an adjunct

evaluation and a full-time faculty evaluation in terms of getting FLEX credit? Leslie Carr stated that this was discussed, but does not believe it was resolved. On page 31 of the agenda they have faculty evaluations 3 hours for evaluation, but it is not clear in terms of the description. Regina would like clarification on is it just FLEX credit for adjunct faculty or do they get FLEX credit doing a full time faculty evaluation? Lisa Hooper stated that when she was on this committee that this was part of Article 12 other duties. Rebecca stated that there has been discussion this year with this committee about this topic, but is not sure where it has been resolved. A suggestion by Kimberly Bonfiglio that Professional Development consider Friday's with the Professors. Motion to approve Michael Dermody, seconded by Kimberly Bonfiglio. Unanimous. Approved.

6. Spring FLEX Calendar, Leslie Carr

Leslie Carr let the Senate know how the calendar was created by a sub-committee of the Faculty PD committee. A lot of credit goes to Nicole Faudree. She was the one who worked on the scheduling of all our workshops. What we have is the final version of the schedule. It is a robust schedule of workshops and speakers. The scheduling was worked on for four months. Motion to approve Wendy Brill Wynkoop, seconded by Garrett Hooper. Unanimous. Approved.

7. Program Viability Report for Culinary Associate Arts Degree, Rebecca Eikey

The committee met 12/1/16 and we have the proposal for a Culinary Arts Associate Degree. What they are doing is adding GE courses to their existing certificate and they are keeping their existing certificate. There is a lot of data to support the creation of the degree, as well as interest from the Advisory Board and Industry Partners who have submitted letters recommending such a program. The committee's decision was to indicate that this would be a Modification of an existing program rather than a New program since it is essentially adding GE to an already existing CTE certificate. Motion to approve Kimberly Bonfiglio, seconded by Regina Blasberg. Unanimous. Approved.

8. Zero-Textbook Cost Degree Grant Application, Brian Weston

Thanks to the work of Regina Blasberg, Brian Weston and James Glapa-Grossklag, we have a very robust application. It is going to be a competitive process so we don't know yet what it will be like. Brian Weston gave a brief summary of ZTC (Zero Textbook Cost) application. There is a planning and implementation section. We solicited responses and Regina Blasberg is the one we want to put forward for the planning grant. She has a very strong program. There is a lot of background research from Daylene Meuschke to support as well. Water Technology is something that isn't offered across the state. Regina has created a great program with online courses and we are hoping to be really competitive in this process. What we see is a brief work plan and what we should hit as our targets to get the water technology into a Zero Textbook Cost certificate or an OER pathway. The only courses in this project that would be impacted are Water courses. Motion to approve Erin Barnthouse, seconded by Michael Dermody. Unanimous. Approved.

D. Unfinished Business

3. Revisions to BP 4235 (Credit by Exam) and AP 4235 (Credit by Exam) Phase II, Michael Dermody

4. Adjunct Discipline List, Aivee Ortega

5. Climate Survey Results **E. Discussion Items**

1. Interest in a Resolution to Support Students in an Uncertain Political Climate, Rebecca Eikey

Rebecca wanted to have a place holder here for discussion on this topic. After the national presidential election you have probably noticed questions and concerns from your students regarding the climate that our country is in right now and how it will affect them. Especially the “dreamers” and the concerns that they have. Rebecca thought it would be a good idea to have a discussion as to whether or not we write a resolution, or should we ask for more support. There is additional information that she has sent to the Academic Senate related to how other Senates have advocated for their school to be declared a sanctuary via email. She would like to have a discussion as to what we could do to support all our students.

Wendy Brill Wynkoop informed the Senate of an email she received from another faculty member asking if possible could we have a “safe sticker” on an office door with a beautiful passage to let people know they can come and have a conversation to be heard and not judged for their ideas. The faculty member thought it would be a good idea to adopt something like that. In COCFA we talked a lot about whether that would conflict with “safe zone” which is specific training and we do not want to get those two confused or confuse the students with two different ideas. Maybe we need to use some other terminology. She and Rebecca have talked about a “Resolution” from the Senate that allows students to know we are here to listen and to keep them safe. Wendy has students that have called her crying and upset who are undocumented and are terrified they will be deported. So the idea is to try and reach out to the students and let them know that College of the Canyons is a place that they will be safe. We will do what we can do as faculty and staff to help them given the climate we are in.

Jia-Yi Cheng-Levine spoke on the international students. International students are a vulnerable population. In the three months prior to the election they already had a prediction of 20% reduction of student mobility. On the subject of undocumented students quite a few universities have sent out warnings to their students who are undocumented to come home before January 20, 2017 because here is a chance they may not be able to re-enter. They would like to see faculty develop Comprehensive Internationalization plan. They are thinking that Phil Gussin and Teresa Ciardi could help with this. We are meeting next week with ISP to with a goal to develop a draft comprehensive internationalization to be presented to the campus. We believe by doing so we create a lot more platforms to feel safe and educate themselves with different kinds of diversity in addition to a global trend would help our students to better prepare for the future work force and people skills to become a global citizen. This is for all students using the theme Internationalization. It would be good to have some kind of training so that when we do speak to students we know what resources we can recommend them too. It would be great to have signage around. Students will be able to see these and know where they can go and talk to someone. The current federal policies have not changed. The federal law can take years to go into effect. We need to help the students emotionally with this climate change. We have to get the students calm so that we can explain what is happening and hope to get them to understand. At the moment emotions are running very high with students. Is the district doing anything regarding climate change?

Diane Fiero spoke that the district did receive the letter from the state Chancellor’s Office. The letter will be posted on the front page of the college website. She did want to caution people that the letter is very well written and a wonderful message and hopefully it will calm some folks down, but the right now FERPA is the law and thank goodness for that, but we have no

idea what is going to happen. She does not want to give these students false hope when we really don't know what the changes will be in the next year or two. The letter is reassuring for students and important to put on the website. She feels the message is "rosy" that it may miss lead some students. We don't know what will happen once our new president takes over, but we have to follow the law. As much as we don't like it, it is the law. From what Rebecca has heard this is a campus by campus to declare themselves a sanctuary. A request to draft up a resolution and bring that back to senate was requested.

2. Faculty Office Allocation Policy Phase 1 and Policy for Determination of Seniority, Michael Dermody

The new policy will be renamed as Faculty Assignment Policy. The Policy Review Committee was urged to review this policy and as a result there are two issues that have come forward. First, there is a need to create a separate document to clarify Seniority. Second, the committee has worked to update the current office assignment policy.

Seniority is determined by Ed Code and defined to be based on the official first day of paid serve at the start of the probationary contract, where probationary applies to tenure-track and not adjunct (or "temporary") positions. We have seniority buried in the middle of our faculty office assignment policy. Thus the committee would like to separate it and make it a separate policy. Most of this is just codifying what we are currently doing where we have to have everyone in the room for the lottery at the same time. This will now give us an option. The person can designate their department chair to pick their number. The suggestions were to make the language stronger so that if the new faculty is not present, then they must have a designee pull the lottery number for them. As the college grows we could hire someone from outside to run the lottery. Some colleges do this. After the lottery a memo will be sent to HR, VP of Academic Affairs, and the individuals to indicate Seniority. Each year, the seniority list is reviewed by the Academic Senate. We do this once a year, so that the seniority list is reviewed by individuals to see their status. The only time the seniority list can be changed is if there is a clerical error. This is following what is specified in Ed Code.

For the Office Assignment Policy changes what is proposed could be done in three phases:

Phase 1 is to codify our current procedures for specifically Valencia Campus. The revision clarifies the Academic Senate's role to be focused on strictly the assignment of office, not the cleaning, packing, furniture replacement, etc, involved with moving. There are other offices on campus for that work. The big change is that faculty are assigned only to one office in the district. We do not have enough offices for faculty to have multiple offices. A suggestion is to have a space at both campuses called Visiting with the Professor with a desk, phone, and conference area so that faculty can meet with their students. This is still to be worked out. This all is a proposal if you have suggestions please let the committee or Michael know.

- Phase 2 is to consider another paradigm. Perhaps, instead of basing office assignment strictly on seniority maybe we want to base it on proximity to the classroom or discipline. There are many options out there. We could use Canyon Country because it is a clean slate. It could create a logistical challenge to move away from seniority based office assignments on Valencia since we have been doing it this way for 30+ years.
- Phase 3 could be in the

future. If we found a new paradigm that worked at CCC, then perhaps we consider the feasibility of implementing on the Valencia campus.

3. Standards and Practices Committee on Syllabi, Ann Lowe

- Syllabus Project Student Survey. We came up with a survey asking for students input on syllabi and what they view as important information. These are the parliamentary results from the student's survey.
- Syllabus Project Final Report: The goal was to create syllabi standards and a system of storage that allows the college to meet accreditation standards. The 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. Due to time, Ann will be coming back to discuss the report at the next senate meeting in the spring. Diane Fiero had a suggestion to consider. It would be very helpful for faculty to try and manage student's expectations on how quickly you are going to respond to them in the syllabus.

4. Accreditation Mid-Term Report, Dr. Jerry Buckley

Dr. Buckley has been leading an Accreditation Taskforce. It is a working document so there is day by day additional information and edits that are going through. We are on a six-year cycle for accreditation and in those six years we submit a midterm report. We are expected to create a report which encompasses both recommendations received from visiting teams as well as improvement plans from our last self-evaluation report. In our particular case in fall 2014 accreditation self-evaluation report, we had 24 actual improvements plans. We were setting objectives for ourselves which is consist with the whole process of accreditation. We have been working for the last two years in our accreditation taskforce to make sure that we have been making significant progress. Dr. Buckley recognized Ann and others in the room on the work with the Syllabus. They started looking of ways to access syllabi and centrally store it. It would be available for us and students. The syllabi is important if for some reason a faculty member falls ill and cannot teach, then Academic Affairs has to step in and hire a substitute teacher to teach your class per your standards within that syllabus. We have to have access to the syllabus not just from the point of teaching the class, but from the stand point of accreditation to prove that each instructor has a syllabus and in that syllabus we also have student learning outcomes. There has been excellent work done over the past two years on each of those 24 actual improvement plans and this first draft we see today includes all the suggestions and put them in this format. It is our responsibility to take a document like this out to governance groups for their feedback. More than that we are looking at 27 moving parts in this document and he could use our help, especially if you have chaired a writing team. On page two there is a growing list of people who contributed to his document. Before it is said and done in its final format he would like to have which writing team you served on. He would like to have a good reference on who served on the recommendations 1, 2 and 3 and the improvement plan. Also feel free to read this document and give us your feedback and suggestions. As always we need the evidence that proves what is in this document. We have to have documents to prove that we have made progress. We can't use a website link we have to capture that page and put it in the document. Before we send this off to action in March we have to have physical evident that is linked to every statement that is this document.

5. Doing What Matters Initiative, Regina Blasberg and Dr. Jerry Buckley

With the Doing What Matters Initiative there are two components. The Regional Plan and the Local Plan. Regina Blasberg, the CTE liaison, has helped to guide some of the work with the support of Dr. Buckley, as well as Audrey Green and Daylene Meuschke. The background information is on page 83 of the agenda. She is here to give an update on what they have accomplished so far and where we are headed with what we have accomplished. Regina thought it would be easy when they jumped in to this, but it was not. Identifying our CTE Programs and CTE Faculty there are different coding systems used by the state, the federal government and others. Unfortunately, they don't all align from system to system. In some systems something is considered CTE and other systems it is not. This had lead them to work with Daylene to be part of the code alignment project that is currently going on at the state. We think we have done a good job identifying who all our full time CTE faculty are. We have not jumped into the adjuncts as of yet. We are trying to do this by department chairs. The big items are that the Regional Report and the Local Report are both due January 31, 2017. We are currently in the process of writing the Local Report. The Regional Plan is pretty much solidified. We have additional meetings coming over winter to move that forward. Lastly the funding source we have received from the Doing What Matters Initiative the plan really has to address how we are spending the money under the criteria provided by the plan. Which means that we have to use the data provided by the state, the supply and demand data to determine if any particular program is eligible for funding. This sounds very simple, but not so much so. Daylene has been incredibly instrumental helping us sort out the various data sources and completing them to be able to determine if programs are a go or not. Also to identify which programs would be best suited for the code alignment pilot project. Dr. Buckley stated that the Doing What Matters Initiative is really important to us in many respects because it is a first categorical funding source for Instruction. These are very expensive programs because of they require specialized facilities, specialized equipment and also utilize smaller classes and to have effective teaching and learning take place. So it is a different model than our traditional transfer program. So to have specific funds that are available to achieve two things the two components are more and better CTE. They will be getting jobs. How do we prove that? Barry Gribbons and Dr. Buckley are sitting on a statewide taskforce that will be addressing the accountability factor. What metrics do we look at, the outcomes of these programs? Thank you to all the people who worked on this to really look at the data and comprehensively create this approach to how which programs have the greatest need given to us from the state and what date do we use to make that decision? This is a three-year plan based on annual allocations. To access our portion of the 4.2 million dollars, we are going to have to make sure our Regional Plan aligns with our Local Plan in such a way that we can together.

F. New Future Business

1. Full-time Faculty and Adjunct Handbooks
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 Bonelli 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

I. Adjourned: Michael Dermody asked that we adjourn in honor of our Fred D’Atsoli who passed away Last week. Seconded by Tracey Sherard. Unanimous. Approved. **5:00 p.m.**

COLLEGE OF THE CANYONS ACADEMIC SENATE
Procedures for Determination of Seniority

CREATION OF THE SENIORITY LIST

Seniority among the full-time faculty is utilized for a variety of different college, Ed Code, and negotiated procedures. As such it is essential to maintain an accurate record of full-time faculty seniority.¹ Procedures to determine seniority are based on Ed Code 87414/87415.

Seniority is based on the official first day of paid service at the start of the probationary contract (Prior service as an adjunct or other temporary employment with the District does not apply to establishing seniority). If more than one person has the start date, a random lottery will be held within 30 days of the first day of service.²

*A date will be established for all newly hired faculty members to participate in the lottery. If a new faculty member is unable to attend, they must designate in writing to Academic Senate President that they authorize their Department Chair or another faculty member to select their lottery number.*³

Once the lottery is completed, the Senate President will report the results of the lottery to the Vice President of Human Resources; copies will also be sent to the Instruction Office as well as each individual participating in the lottery.

The full-time faculty seniority list will be published at the first Senate meeting of every Fall semester. If there are hires made during a Fall semester, the full-time faculty seniority list

¹ Not to open a Pandora's Box but....what about the question of Adjunct seniority? How is it determined? Who, and how, tracks adjunct seniority?

² Unfortunately, past practice and Ed Code does not appear to allow a newly hired full time faculty member who has prior experience as an adjunct in the college any advantage over a newly hired faculty member who had no prior experience with the college. Throughout Ed Code there is a definite distinction between regular (Tenured); Contract (Probationary/Tenure Track) and Temporary (adjunct) employees. Section 87602 defines a contract faculty member as an individual who is probationary (i.e., tenure-track) and a regular employee is an individual who has faculty tenure (interestingly, Section 87612 allows for part-time tenured faculty members). Section 87485.5 defines adjuncts as "temporary" employees.

³ Sometimes new faculty members may not be able to arrive in Santa Clarita until a few days prior to the start of instruction. In the past this has created a roadblock by delaying the implementation of the office allocation procedures. This section provides some flexibility to conduct the lottery at an earlier time.

will be published again at the first Senate meeting of the Spring semester. This list will be ratified annually by a vote of the Academic Senate.

ERRORS IN THE SENIORITY LIST

The annual ratification of the seniority list by the Senate is a formal record that the seniority list has been made public. The Senate may not change the order of the list. (Ed Code 87415: “The order once determined by lot shall be permanent”

If a faculty member believes that there is a clerical error in the seniority list, they should contact the Vice President of Human Resources and/or the Academic Senate President and provide documentation to support their claim.

The Senate President (or designee), the Vice President of Human Resources, and a third member of the Academic Senate will review the claim of inaccuracy. They will report the findings to the full Academic Senate, who will vote to recommend or not to recommend the claim of inaccuracy.

The recommendation of the Senate will be forwarded to the Board of Trustees, who have the legal responsibility to make any corrections to the seniority list (Ed Code 87415).

As an “Other Professional or Academic Matter” the Board should try to reach Mutual Agreement with the Senate, in accord with Board Policy 7215.⁴

ADMINISTRATOR PLACEMENT ON THE FACULTY SENIORITY LIST

Individuals who are tenured (“regular”) employees before being hired by the college as an administrator retains all of the right as tenured faculty members (Ed Code 87454).⁵ Since they have not forfeited their position as a regular employee, they do not forfeit their position on the seniority list and will continue as regular (tenured) employees.⁶

Individuals who have been hired as administrators who have not earned faculty tenure are not considered regular or probationary employees. If they exercise their right to be assigned to the

⁴ The Academic Senate cannot unilaterally amend what is or what is not an item for “Mutual Obligation” under Board Policy 7215. If these procedures are accepted by the Senate, we should pass a resolution asking the Board to agree that this is indeed an area of “Mutual Obligation”.

⁵ Ed Code 87454: A tenured employee, when assigned from a faculty position to an educational administrative position, or assigned any special or other type of work, or given special classification or designation, shall retain his or her status as a tenured faculty member

⁶ Ed Code 87414: Every contract [e.g., tenure-track] or regular employee employed after June 30, 1947, shall be deemed to have been employed on the date upon which he or she first rendered paid service in a probationary or contract position

classroom⁷, the position on the seniority list is based on the date of their first paid service as a probationary faculty member.

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 outcomes. 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:

⁷ Ed Code 87458: A person employed in an administrative positionwho has not previously acquired tenured status as a faculty member in the same district... shall have the right to become a first-year probationary faculty member....

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.

Habaneck 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 RESOURCES

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

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=COREWBMAIN&TOKENIDX=198886139
Schedule and location of class meetings	Necessary information for students.
Course objectives	From CurricUNET http://www.curricunet.com/canyons/ <u>Title 5 indicates that the grade assignment must be based on how well the student achieved the objectives of the course.</u>
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 = 90100
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	<i>List required prerequisites and/or recommended preparation.</i>
Departmental grading policies	<i>Some departments have special policies for passing grades. Students need to be aware of these policies.</i>
Revision policy	<i>Explanation of the revision process if a course allows or requires graded work to be revised and resubmitted</i>
Classroom courtesy, cell phone policy	<i>List classroom rules. Instructors individually define cell phone/electronic device policy. Policy should be one that the instructor is comfortable enforcing consistently.</i>

Optional

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

Supplemental Information Posted Electronically

Item	Guidelines
Management of stress and mental health issues	<i>Insert statement from Student Health and Wellness Center. Contact information: http://www.canyons.edu/offices/health/Pages/default.aspx, telephone: 661-362-3259</i>
Emergency procedures	<i>List emergency number for campus and evacuation route.</i>
Addendum of college services	<i>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.</i>

ORGANIZATION OF SYLLABUS

Introduction

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

Instructor Information

Item	Explanation
Instructor(s) name	<i>Provide the names of all instructors teaching the course</i>
Biography	<i>Instructor background</i>
Teaching philosophy	<i>Instructor approach to teaching</i>
Contact information	<i>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.</i>
Office hours and location	<i>List days, room, and hours you are available for office hours. Required by contract.</i>

Student Learning Information

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

Assignments, Assessments, and Evaluations

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

Course Policies

Item	Explanation
Absence/tardy policy	<i>Explain allowable absences and tardy policy. Refer to Board Of Trustees policy #4233 at the BOT website.</i>
Academic integrity	<i>COC Academic Integrity Statement is available on the Academic Senate Website.</i>
Classroom courtesy, cell phones.	<i>List classroom rules related to courtesy.</i>
Emergency Procedures	<i>List emergency number for campus and evacuation route.</i>
Management of stress and mental health.	<i>Statement from Health Center and contact number.</i>
Statement informing students that the course schedule and/or assignments may be changed at the instructor's discretion	<i>Communicate the prerogative of the faculty member to change the course schedule and assignments at his or her discretion.</i>
Addendum of services	<i>List of student services such as the TLC, Student Health, DSPS...</i>

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-ComputerLab.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
<i>CTE</i>	CTE stands for Career Technical Education and includes vocational programs. http://www.canyons.edu/offices/CTE/Pages/default.aspx
<i>Career Services</i>	The Career Center provides resume workshops, job fairs, interview preparation, job search strategies, and more. http://www3.canyons.edu/offices/careercenter/
<i>Transfer Center</i>	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.
<i>Health Center</i>	The health center provides clinical services, health education, referrals, and assistance in getting health insurance. http://www.canyons.edu/offices/Health/Pages/default.aspx
<i>Financial Aid</i>	At CCC, go to Quad 1A. http://www.canyons.edu/offices/FinancialAid/Pages/default.aspx
<i>Early Childhood Education</i>	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
<i>VLL Virtual Learning Lab</i>	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

<i>Disabled Students Programs and Services</i>	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.
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<http://www.canyons.edu/offices/dsps/Pages/default.aspx>

<i>Extended Opportunity Programs & Service</i>	<p>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.</p> <p>http://www.canyons.edu/offices/eops/Pages/default.aspx</p>
<i>MESA Math, Engineering, Science Achievement</i>	<p>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.</p> <p>http://www.canyons.edu/offices/mesa/Pages/default.aspx</p>
<i>Veterans and Adult Reentry</i>	<p>At CCC, go to Quad 1B.</p> <p>http://www.canyons.edu/offices/VA/Pages/default.aspx</p> <p>http://www.canyons.edu/offices/AdultReentry/Pages/default.aspx</p>
<i>Internship Opportunities</i>	<p>Did you know that students with internship experience earn more money and find jobs faster than classmates without internship experience?</p> <p>http://www.canyons.edu/offices/cwee/Pages/default.aspx</p>
<i>Program Course Sequence (MATH example)</i>	<p>Since the math placement chart does not show the calculus path, I wrote a few notes below.</p> <p>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)</p>

<i>Associate Degree Options (MATH example)</i>	<p>AS degree in Mathematics</p> <p>Math 211, 212, 213, and one from: Math 140, 214, 215, Physics 220, or CompSci 111</p> <p>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</p>
	Math 140/H, 214, 215, CompSci 235, 236, 111&111L

Research on Cell Phones & Devices in the Classroom

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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 devices 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 **bold, underline, italicized font**. 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**⁸

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.

⁸ 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.

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 workorder 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.

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".⁹ 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 feet¹⁰

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.¹¹

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.*¹²

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 displaced¹³. If a faculty member would like their permanent

⁹ 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.

¹⁰ According to the plans of the new science building at Canyon Country, the drawings indicate a two-person office with 217 square feet.

¹¹ 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

¹² This brings up an important point (another Pandora's Box?). Do we have a formal assignment of faculty members to a particular campus?

¹³ 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

office on another campus they must relinquish their current office and choose any available offices based on the assignment policies for that campus.¹⁴

PROVISIONAL OFFICES NOT ON CAMPUS OF PRIMARY ASSIGNMENT¹⁵

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.¹⁶ To provide office space for these circumstances, The District should identify a “Visiting Professor” office space on each campus.¹⁷

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.¹⁸

Each Visiting Professor office should contain a separate, locking file cabinet for each instructor who will be using the space.¹⁹ 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.

VACANCIES – VALENCIA CAMPUS

Announcement of Vacancies/Domino Effect:²⁰

To expedite the assignment of faculty offices, vacant offices are divided into two categories:

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.

¹⁴ 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)?

¹⁵ 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.

¹⁶ 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?

¹⁷ 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.

¹⁸ 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)?

¹⁹ 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?)

²⁰ This is not new; it is articulation of existing practice.

- ✓ 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 anticipated 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 interest in any anticipated vacancy; they may also indicate if they have any interest 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 members²¹

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.

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.

²¹ 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.

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.