



College of the Canyons Academic Senate

February 8, 2018

3:00 p.m. to 4:50 p.m. BONH 330

AGENDA

Notification: *The meetings are audio recorded for note taking purposes. These recordings are deleted once the meeting summary is approved by the Academic Senate.*

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. Committee Appointments:

- [Tenure Committees 2017-2018](#)
- Gary Quire, CASL
- Sarah Etheridge, Scholarly Presentation Committee Chair
- Regina Blasberg & Nicole Faudree, Taskforce AB-288/Dual Enrollment
- Marco Llaguno, Tammy Bathke and Majid Mosleh, Equity-Minded Practitioner Work Group.

5. Approval of the Consent Calendar

1. Academic Senate Summary, December 7, 2017 (pg. 3-23)	
2. Full-Time Senator 2018-19: Marco Llaguno Senator for Humanities Department.	3. Erika Torgeson, Guided Pathways Liaison Student Services (pg. 29-30)

B. Reports (time limit 7 minutes each)

1. President's Report, Rebecca Eikey
2. Vice President's Report, Jason Burgdorfer
3. Minimum Qualifications & Equivalencies update, Aivee Ortega

C. Action Items

1. Part-Time Faculty Discipline Assignment for Fall 2017 (pg. 31-49)
2. Proposed calendar for Curriculum and Senate 2018/2019 (pg. 50)
3. Administrative Retreat Rights updated (pg. 51)
4. Approval of Nicole Faudree, Department Chair of Business & Department Chair of Paralegal Studies for spring 2018.
5. Discipline Assignments:
 - Gary Quire, Business (pg. 52)

D. Discussion (time limit 10 minutes each)

1. Emeriti Scholarship Requirements-Jason Burgdorfer (pg. 53)
2. Peer Review Process for Program Review, Jason Burgdorfer (pg. 31-49)
3. Prioritization of Full-Time Faculty Hires-Miriam Golbert (pg. 60-77)
4. BP 4020 - Program and Curriculum Development-David Andrus (pg. 78-80)
5. Mission Statement Proposed by CPT November 20, 2017- Jason Burgdorfer (pg. 81)

E. Unfinished Business

1. Standard Components for Academic Senate Committee Charters
2. Faculty Professional Development Committee Procedures
3. Ad Hoc Committee Update – OEI Rubrics, Anne Marenco
4. Deliberative Dialog: Campus Culture & Safety
5. Curriculum Committee Procedures, Lisa Hooper
6. Resolution in Support of Resources for the Academic Senate
7. Program Viability Committee recommendation to merge Environmental Sciences with Biology department.

F. New Future Business

Request to place an item for a future agenda is welcomed. Below is a list of topics that will be discussed at a future business date.

1. CCCCCO Guided Pathways Workplan
2. TOP Code Alignment Project Update
3. CWEE Courses & Work Based Learning
4. BP/AP 4021 Program Viability

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 [David Andrus](#) 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 2:00 – 3:00 pm in BONH 330.

Student Discipline (BP 5529, 5530, 5531)
AP 7120 Recruitment and Selection
Academic Freedom AP 4030
Matriculation Policies BP 5050
AP 5909 International Students
BP 5053 Assessment

H. Announcements

- Next Academic Senate Meeting – February 22, 2018
- Upcoming elections for Academic Senate President, Academic Vice President, School Senators, Adjunct Senators, Department Chairs and Curriculum Committee members.
These are for Fall 2018-2020
- Currently there is an open adjunct Senate seat for spring 2018.
- 2018 Accreditation Institute February 23-24, Anaheim
- 2018 Spring Plenary Session, April 12-14, San Mateo
- 2018 Career and Noncredit Education Institute, May 4-5, Costa Mesa
- 2018 Faculty Leadership Institute, June 14-16, San Diego
- 2018 Curriculum Institute, July 11-14, Riverside

I. Adjournment

If you need a disability-related modification or accommodation (including auxiliary aids or services) to participate in the public meeting, or if you need an agenda in an alternate form, please contact the Academic Affairs Office at College of the Canyons at least 48-hours before the scheduled meeting.

Academic Senate Summary for December 7, 2017

Voting Members					
Senate President	Rebecca Eikey	X	SBS Senator	Rebecca Shepherd	A
Vice President	Jason Burgdorfer	X	Business Senator	Gary Collis	X
Immediate Past President	VACANT		Learning Resources Senator	Erin Barnthouse	X
Curriculum Chair	Lisa Hooper	X	At Large Senator	Erika Torgeson	X
Policy Review Chair	David Andrus	X	At Large Senator	Jennifer Paris	X
AT Senator	Regina Blasberg	X	At Large Senator	Deanna Riveira	X
MSHP Senators	Mary Bates	X	At Large Senator	David Brill	A
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	Marco Llaguno	X	Adjunct Senator	Noemi Beck-Wegner,	X
Kinesiology/Athletics Senator	Phillip Marcellin	A	Adjunct Senator	Carly Perl	X
			Adjunct Senator	Aaron Silverman	X

Non-voting Members	
Dr. Buckley	X
Marilyn Jimenez	X
Dan Portello	A
Dr. Wilding	A
Devon Miller, ASG	A

Guests	
Kelly Burke	Jason Hinkle
Denee Pescarmona	
Barry Gribbons	
Miriam Golbert	
Stan Wright	
Sharlene Coleal	

A. Routine Matters

1. Call to order: 3:10 pm
2. Public Comment: N/A
3. Approval of the Agenda

Motion to modify the agenda: Deanna Riviera, seconded by Regina Blasberg. Unanimous, Approved

Modified Agenda:

- Re-order the reports: Academic Senate President has asked to re-order the reports for those guests who have conflicting meetings. President has moved the following:
 - 4.) PAC-B, Sharlene Coleal has been moved to 1.)
 - 5.) Parking Update, Barry Gibbons has been moved to 2.)
 - 1.) Academic Senate President Report, Rebecca Eikey to 3)
 The remaining reports will take place sequentially thereafter.
- Academic Senate President has asked to pull from the list of Action items the Election results for Academic Senate President and Vice President. More time is needed for further clarity in terms of the election procedures and the Academic Senate Constitution.
- Motion to Approve the Modified Agenda: Regina Blasberg, seconded by Jennifer Paris. Unanimous. Approved.

4. Committee Appointments: Tim Baber and Miriam Golbert to Classified Staffing Committee Committee expected to begin to meet in January 2018.
5. Approval of the Consent Calendar:
 - Motion to modify the consent calendar with the corrections: David Andrus seconded by Mary Bates. Unanimous. Approved.
 - There is correction to the Vice Presidents report related to Western Governors University although there are consultants for nonprofit universities Western Governors isn't one of them, they are a private non-profit university.
 - Addition of Curriculum Discussion Items & Reports:

Discussion Items:

• Chair Report

-Program Viability. Meets Monday to review proposal for Career Skills Non-Credit certificate & Civic Engagement. Career Skills is patterned after similar curriculum offered through Santa Barbara City College. Civic Engagement to Program Viability so they could weigh-in before proceeding.

-Procedures are not going to be reviewed by the Senate yet. Out-of-discipline Pre-requisite Committee Meeting must be scheduled. Composition is as follows:

- a. Curriculum Committee chair or designee
- b. Four members of the Curriculum Committee
- c. English Department chair or designee
- d. Math Department chair or designee
- e. One member of the Academic Senate
- f. CIO or designee

-CTE Requisite and co-requisite certification cycle is coming up in Spring 2018.

-The SLO field of the new course documentation form will be revised to be more user friendly and to explain the "mapping" concept.

-The ASCCC Curriculum Institute will be held in Riverside again in summer 2018.

• Articulation Report

-IGETC Submissions are being delayed. Since some CCC's (including us) have not yet received their 2017 UCTCA (UC Transferable) decisions, a one-time extension is being granted solely for the submission of courses for IGETC review, which are reliant upon a 2017 UCTCA approval decision. The extension for IGETC course submissions is Friday, January 26th 2018 at 4:30 pm. The deadline for all other submission, including IGETC submissions for courses previously approved for UC transferability, all CSU GE Breadth, and all American Institutions submissions, remains the same: Friday, December 8, at 4:30pm.

-eLumen is releasing an e-catalog module. Patrick has a call with the eLumen staff tomorrow to discuss more details and the set up a demonstration.

New Courses - Includes ISA's	12	Modified Non Credit Courses	-0-	Modified Prerequisites	1
New Programs	-0-	New DLA's	26	Deleted Courses	-0-

- Motion to approve the modified consent calendar David Andrus, seconded by Mary Bates. Unanimous. Approved

B. Reports (time limit 7 minutes each)

1. PAC-B Report, Sharlene Coleal

- PAC-B Committee has Budget parameters and guidelines that must be followed in budget development. A copy of the 2018-19 Budget Parameters report was distributed, Sharlene Coleal has confirmed the budget parameters was Board approved on December 6, 2017. The budget parameters were reconfigured a few years ago with the help of Edel Alonso, Bob Maxwell and Rebecca Eikey making sure the budgets are current with the strategies and focus of the college. Items discussed on the 2018-19 Budget Parameters include:
 - District Mission Statements: Background on the budget parameters are the guidelines to assist in the process of Budget Development.
 1. Criteria for Fiscally Responsible Budget
 - a. Program Review /Planning: For accreditation, there is a requirement of balanced budgeting.
 - b. Balanced Budget: To prevent a revenue that is less than the expenses.
 - c. Designated Contingency (Reserve): If the college anticipates major cuts or is looking to grow the college will set aside funds.
 - d. Fund Balance: California Community College Chancellor's Office recommends 5% but the college always tries to strive for more especially in the case of potential downturns.
 - e. Salary and Benefits: This was added as it is one of the Institutional Effectiveness Partnership Initiative (IEPI) Advisory Committee indicators and it is a statewide accreditation criteria. 85% is considered a usable level.
 - Community College Regulation that influence the unrestricted budget:
 1. Unrestricted general fund is the Proposition 98 funds that were received by the college. Proposition 98 gives 40% of the state budget. State budget is comprised of sales tax, income tax, capital gains, and corporate tax. State budget is used to fund state funded entities; for example, it may fund the prison guards, MTA, public schools education and healthcare. What is received of the 40%? K-12 public schools receive 29% of the state budget, but the colleges receives 11%. Unrestricted budget is our discretionary end. The college has 20 funds, and those funds are funded from other funding sources such as grants, general allocation funds, or local funds. Fund 11/Unrestricted fund and Proposition 98 funds are all subject to various laws such as the Fifty-Percent Law.
 2. Fifty-Percent Law, requires that classroom related instructional salaries and benefits equal 50% or more of the District's Unrestricted Fund expenditures. This does not include instructional supplies, instructional equipment, reassign time, it is only for the time of instructors in the classroom and its related benefits.
 3. Local, State and Federal Advocacy. Some things the college will be focusing on are for advocacy include expanding funding for tutoring. For example, the Advocacy Committee will discuss policy reform and tutoring not just for basic skills but for all disciplines. A new funding formula was discussed in the Advocacy Committee which will be

depending on accountability measures, this will be aligned with Guided Pathways. Sharlene Coleal has been serving on a state committee regarding the proposed new funding formula. Chancellor Brice W. Harris established this committee a couple of years ago. This formula is based more on need than on demand. The state is trying to align it with all of the new initiatives, especially guided pathways.

○ Student Access and Successful Completion:

1. Enrollment Management
2. Instruction/Curriculum
3. Student Services
4. "Amazon Project" which includes streamlining the process for registration, parking and other items.
5. We are moving the Career Pathways into another category.
6. Accreditation

○ Revenues

1. Other funding sources such as Perkins and WIOA.
 2. District Strategic Vision goals which is the focal point of the budget parameters, CPT (College Planning Team) put together a list of items that need more focus. CPT has representatives from all different constituencies. The College wants to ensure they are aligning their guidelines with the state funding new initiatives such as various Student Success, SSSP, Student Equity, Basic Skills, California Community College Visions Goals and Guided Pathways (CAGP).
- Update on the Division/School meetings by Sharlene Coleal: Department chairs are invited on the first level and division/school deans are invited next, these meetings are highly recommended for those who do not do budgeting frequently.
 - Update on the Division meeting regarding "Forced Costs and Formulas:" A copy of the "Budget Process FAQ" (pg. 24-25) was distributed to help individuals understand what they should be focusing on when determining what items need to be funded. Sharlene Coleal will do the PAC-B presentation in January after the January-February's budget is received.
 - Budgeting questions were answered, such as "Where do the funds go?" "What is left over after expenditures?" and "How can departments strategically request more funds?" If it is a "Risk and Management," "Health and Safety" issue, if it's to support "Enrollment Management" or if a department cannot be viable without resources then those statements can be made short and concise which can help departments get those additional funds? The Budgeting department will meet again in February and go through the requests. These processes are set in place to streamline the requests.
 - Equipment and Furniture Request Process: How do you get it replaced?
 - "One-Time Money" which is available one time. These funds were received in the amount of ten million a few years ago and most recently a couple million dollars were received. These request still go through program review process and must be approved by PAC-B. Then those request come from PAC-B which are then prioritized and funded.
 - Broken Furniture? Process to Repair/Replace Damaged Furniture Handout (pg. 25) first, submit a work order with the Facilities department. Second, if it cannot

be repaired, the work order will go to Purchasing, and Purchasing will work with the department to purchase a new item for example a chair, file cabinet, etc. This work order should be used only for those items which break in the middle of the year and not to purchase for example new microscopes for your department. There is the "General Obligation Bond Money" or "Statewide Funding" can be used to help replace broken items. Sharlene Coleal has confirmed with Dr. Jerry Buckley that this handout will be sent to all the Faculty staff.

- Building Modernization: Jim Schrage has also asked for all faculty, department chairs, and division deans to inspect their areas, and submit those work orders. Dr. Jerry Buckley has asked that all Dean's walk around the campus and should inspect all instructional spaces. **To Faculty, if there are specific areas that need attention please email your Dean's directly and copy Susan Wills, Dr. Buckley's assistant so a list can begin to be compiled.**
- Academic Senate President has asked that faculty inspect any areas with poor lighting or which are dark so they can be addressed quickly for safety precautions and communicate those work orders to their department deans.
- Dr. Jerry Buckley has clarified that if there are specific areas within a department that needs to be repaired go ahead and submit a work order but if they are larger areas that need repair then staff should make their Dean aware and let their Department Dean's submit a work order. Sharlene Coleal clarified, larger repairs such as "Fixed/Cost" repairs must go through Jim Schrage, but movable equipment or furniture that needs repair must go through the "Furniture Request Process."

2.) Parking Update Report, Barry Gribbons

- There will be a new parking structure, which will be built on the corner of Rockwell Canyon Road and Valencia Boulevard and will add about one thousand spaces. This new parking structure will take approximately 12 months to build. When construction begins for the new parking structure the campus will lose about 700 spaces in the corner area where construction will take place. Construction will begin soon and will not have a major impact on winter session parking. The spring semester will however be most significant and is causing the most concern regarding available parking. The Deputy Chancellor's Office updated the Academic Senate regarding several plans regarding parking, shared an update, answered questions and listened to any concerns.
 - Update: The Academic Affairs Department working in conjunction with all the Department Chairs are addressing the peak traffic prime time, which is Monday through Thursday 8am – 1pm.
 1. Daylen Meuschke has created a visualization to look at the number of seats offered during a ½ hour block to closely monitor enrollment. There have been 400 enrollment seats dropped in each time block to help reduce the demand during prime time traffic flow and this pushes it off to the afternoon, evening and weekend; however, this will not solve the entire parking problem. Offering courses in the afternoon and weekend may not generate high enrollment numbers, one strategy to help encourage students to enroll is to NOT enforce a parking pass

requirement after 2:00pm. If students are struggling financially free parking may be an incentive.

- Last fall a small carpool lot was designated for students and was well subscribed, as a result that carpool lot will be expanded.
- The “Practice Field” will be taken out and converted to staff parking. The grass is not in the best condition which is why students were not allowed to park there and instead this area is designated for staff parking. This area will be available by the first week of spring and Jim Schrage is working on this project.
- The college’s Contracts department has set up a contract with “Five Points” to get additional parking by “Nancy’s Tree Farm” located on Magic Mountain Parkway. This site will accommodate about 300 cars and might accommodate a few more. Jim Schrage is working with the City of Santa Clarita to set up permits and the city has been very accommodating to the parking needs of the college. Jim Schrage is working on grading it out and putting a road base that is not permanent, if the road is permanent it will need to be added in accordance with various other city rules and this processes would be much longer and not completed by the spring semester.
- The college has contracted with “Lyft” to expand the pilot that was tried out in the fall. There were several services which were looked at that could transport people to and from the college to a remote location. One service that was looked at was the shuttle service, but this is much more expensive than paying for “Uber” or “Lyft.” The college will pay for any ride to and from the college for the first \$5.00, if it is less than 3 miles then the ride may be subsidized (free). When there is surge pricing that can go as high as \$10.00. The contract with “Lyft” was completed on December 6, 2017. The college is also working on a contract with “Uber” and has completed an RFP, there are two contracts with both “Lyft” and “Uber” to prevent surge pricing on one platform and not the other. There are currently a few thousand students who live within a couple of miles within the college who may choose to use Uber or Lyft services from their homes to the college and back. A contact with Uber and Lyft ensure there are more drivers and less wait time.
- Some parking solution options not pursued include, 1.) Parking on Rockwell: Due to the many accidents which have occurred and the many safety concerns about the many pedestrians and having students parking on the street this was not pursued. 2.) The Packard Humanities Institute located to the South of the campus currently has parking Lot DG which contains about 300 parking spaces but they are currently housing some equipment in this lot and it is not available. The college asked if they could borrow Lot DG (David Packard) was a little receptive to the idea. The downside to this idea is the driveway leading to Lot DG is too long and narrow and it would be challenging to get staff, students or Uber and Lyft drivers to and from the parking lot.
- The college is developing some potential partnerships with The Packard Institute to develop some programs and there will several tours of the facility to see and learn about the buildings architecture. The institute currently houses thousands of films and no way of showing them to the public, the college hopes to establish some programs in the future.

- Concerns and questions asked by Senators regarding Parking Update:
 1. Sharlene Coleal addressed a question asked at the Board Meeting regarding, why is the district spending money on developing an outside parking lot or paying for Uber and Lyft subsidized services? The concern is that if the college turns away many of its students during its peak enrollment time, the college loses about ½ million dollars in revenue. The ½ million that the college has left in the budget will be lost.
 2. Will there be additional bus services or routes for the area by the city? Barry stated there are some conversations about subsidized bus passes but there are no plans for additional bus services.
 3. Faculty has asked if there is commitment by the district that faculty and staff will be able to park on campus. Is staff going to be able to park in the lots and only students using the carpool lot? Barry stated they will not force faculty and staff off campus and will be adding additional parking staff spaces which will create more spaces than are available now. There will not be any faculty or staff spaces removed.
 4. Where is the practice field? Barry confirmed it is located in an area of the upper field and it will have an entrance with a gate.
 5. Will there be gravel added to this field? There are some concerns it can become too muddy. Barry confirmed that Jim Schrage will ensure there will be some material and striping which will be added to the area that will hold up to make it more accessible to vehicles.
 6. Wanted to clarify that the practice field was going to be designated for staff because parking Lot 2 would be reassigned for student parking? Barry confirmed he is not aware of any removing of staff parking lots.
 7. When are we breaking ground? Barry confirmed in January and we will be staging equipment. Are we looking at all of spring, summer and fall of 2018? Barry confirms, yes. Can we confirm that the way to get to the off-site parking lot to and from the college (located on Magic Mountain Pkwy on Nancy's Tree farm) is through Uber or Lyft? Barry confirms, yes there will be right turn on leaving and right turn only going in to the lot.
 8. Are there any contractual incentives for them completing the project within the timeframe? Barry Gribbons stated no they did not build that into the contract. The process is exactly 12 months.
 9. Are we going to have staging areas on campus where students can be dropped off or picked up? Barry confirmed yes there are two staging areas that the Uber and Lyft apps will be able to identify as the drop off and pick up locations. One area will be the University Center because it is so remote, the second one may be by the practice field but this is not confirmed yet as the college wants to make sure this area is safe.
 10. What is going to happen with the practice field once the parking structure is built and field is back to use? Barry stated that field will get artificial turf once the parking structure is built.
 11. A senator stated that the current entrance to this field has very small opening by a soccer score board. The concern is that for anyone needing to access this field or exit the parking lot they may go through the current

soccer field which is brand new. Are there any plans to block off that area and force faculty and staff around to Lot 5 or by the bus stop? Faculty colleagues are concerned and want to ensure no one walks through the soccer field. Barry has confirmed that both Jim Schrage along with Civil Engineering are developing some plans to address this issue.

- Senate President has stopped the questions regarding the parking update to allow sufficient time to cover the reports and has instructed senators to follow up with questions regarding plan updates by contacting Barry Gribbons directly.

6. Academic Senate President Report, Rebecca Eikey

- Update on the Board of Trustees meeting/Presentations
 - ◆ Presentation on MakersSpace – Ron McFarland gave a presentation on MakerSpace. Average student hours from February to end of October was 1.32 with student clubs using it the most, such as Association of Computing Machining, Engineering and Computer Science Club. MarkerSpace is currently supported by grants \$311,000 (year 1) and \$325,000 (year 2).
 - ◆ COC Foundation
 - Funding for Innovation (\$300,000) has over the years supported various campus work (MakerSpace, etc).
 - Top priority is raising funds to support College Promise
 - Chancellor's Circle: \$1,500 are the membership dues. This funding source helps to support various mini grants. A total of 12 mini grants was given for FY: 17-18.
- CPT Mission Statement has been revised and expect it in the spring. It is important to make sure the mission statement goes out to the schools and all faculty, to ensure we receive input.
- A copy of the ASCCC Rostrum has been sent out and placed in senators' mailboxes over the past several weeks, for senator's review.
- The Campaign for College Opportunity is looking for information regarding demographics for all of the Academic Senates throughout the state. The President has forwarded this email to Dr. Diane Fierro for advice on how to proceed with request for public information. This request is concerning as they are taking peoples' last names and drawing conclusions about their ethnicity. There was a "bill" in the works that would make this information mandatory but the bill didn't progress further last year.
- We are creating an Ad hoc Committee between COCFA and Academic Senate but there were some delays in getting it started due to circumstances beyond our control (high winds weather & local fires.)
- Professional Development funding: An email was sent out to full-time faculty informing them of how they could access that funding and discipline specific funds and processes assuming they are approved. President is recommending that faculty put in their program review and the Activity related to professional development. Make sure you put in a note that you are requesting so there are no duplicate funding.

7. Academic Staffing Report, Miriam Goldbert

- Miriam Goldbert attended (as acting co-chair) the Academic Staffing Committee meeting this semester. There were a total of 8 presentations from various departments such as Astronomy, Biological Sciences, Computer Science, Mathematics, Non-Credit, Economics, Geology, Non-credit and Communication Studies.

- There are three resignations, one in the Mathematics department, Monica Dabos, another in the Nursing Department, Rebekah Child, and the last in Veterans Counseling, Silvia Tran.
- A revised copy of the [Memo sent to Dr. Dianne G. Van Hook](#) was shared with the senators. The memo was sent on December 5, 2017 due to the sudden vacancy in the Nursing department and as a result, the Academic Staffing Committee had an emergency meeting. The memo was revised due to the approved and recently added recommendations for new Full-Time faculty and replacements for mathematics and nursing departments.
- A copy of the [vacancy list](#) which includes the replacements was distributed to the senators. The form wasn't updated by the end of the year which made it daunting to update and collect every piece of information. The committee is still waiting on some information from payroll resources such as dates which are missing. Some of the vacancies are very recent which is why they are not on the recruitment.
- Next on the agenda for spring is revising operating procedures, and are attempting at revising the voting matrix and simplify it.
- A copy of the [Full-Time Faculty Obligation numbers report](#) (which was retrieved from the Board of Governors) was handed out. The report is based on 2016 data but it demonstrates where the college stands in relation with other counties in the state.
- Miriam Goldbert met with Dr. Dianne G. Van Hook and shared a message from the Chancellor to the senators. We should be hiring to new Full-Time faculty by next year, the Chancellor cannot make any decisions until January until she sees the governor's budget, and based on that budget we may be able to hire more.

Questions, comments and suggestions asked by Senators regarding Mariam's report:

- A senator asked Miriam to clarify that they will be hiring two new Full-Time faculty positions plus the replacements. Miriam stated, yes.
- Another senator, "You stated that counseling veteran's position go forth but I didn't see that in the memo?" Miriam clarified that she misspoke and that it was actually the recommending the Nursing position that she meant as it was imminent because they were hiring this week. They were hiring for a different position and thought they could fill the position and pull from the same pool but they didn't want to go forward.
- President is suggesting senators review vacancy list due to change over of the committee faculty chair. Both Miriam and Lita Wangen were working on the list this week and Marilyn Jimenez can continue to work on it going forward. It is helpful to have senators review as they may have knowledge or memory of additional information from specific departments and also to ensure no information is accidentally left out of the report. It is helpful to keep track of the positions, who is resigning, retiring etc.
- A senator stated that based on his knowledge of total numbers of Full-Time and Part-Time staff he believes the numbers are off. President clarified that the % calculation the state is using is based on how many Part-Time faculty make up Full-Time faculty and not the actual number of Full-Time staff. Senate Vice President clarified that the Full-Time numbers also include non-teaching faculty.
- President stated there were new Faculty members Board approved last night which include two Nursing faculty, Heather Dotter and James Wambolt, a Biology faculty Erica Seubert and Gary Quire the new Business Instructor. All four new faculty will be starting on January 29, 2018.

- A senator asked updating replacement list. President restated this is the type of information that needs to be double checked. Another senator suggested to double check by looking up positions under Board Docs because there are additional positions filled as well.
 - President stated this is a work in progress and we appreciate any suggestions. President thanked Mariam and the committee members and stated “if they need us to recruit and if there are vacancies please connect with us.” Miriam stated they are trying to recruit but their meetings conflict with two school meetings but the Deans are willing to allow faculty to miss the meetings to attend their meetings.
 - **President asked for clarification on vacancies on the committee: Humanities, SBS (Social Behavioral Science) position is vacant and VAPA, for those senators serving in those schools if you can help with recruiting. The meetings are held the third Tuesday of each month at 4:00pm.**
8. Legislative and FACCC Update, Wendy Brill Report (pg. 26-28)
- Wendy currently sits on three states legislative boards/committees, which include CCA (The Community College Association) a parent union of CTA, ASCCC (Academic Senate for California Community Colleges) legislative committee, and the FACCC (Faculty Association of California Community Colleges). The President has asked Wendy to give a report to the Senate as a representative liaison.
 - We have just started a two year cycle for our state legislature, this cycle started back in November of 2016. One cycle has just ended with the governor either vetoing or signing bills. We are now heading into the second year cycle.
 - When a bill “dies” they cannot just re-list it, it must be revised significantly so it does look like the same bill or wait another year.
 - There was one bill pulled before the end of the cycle and put on a two year cycle, this bill will come back but they will call it a two year bill.
 - What bills made it through?
 - ACR32 (Medina) which is not a bill which changes law but is an Assembly Concurrent Resolution. Both governing bodies the Senate and the Assembly passed this bill unanimously. Was brought to the house by Medina, this measure encourages the Chancellors office (Chancellor of the California Community College), in consultation with specified affected stakeholders, to develop proposals for legislative consideration to address the long standing challenges to achieving a specified goal that’s 75% of credit classroom instruction taught by faculty and compensation equity for part-time faculty. This bill passed both through the Assembly and Senate, and it directs the Chancellors office and the Governor’s office to say there is a law that states that 75% of class should be taught by Full-Time faculty and we have made “0” progress on this law and to move on it before legislation changes. There are few mandates coming down from legislation but legislation can change if changes don’t happen. This isn’t a law but it is more an expression of intent and it means that something may be coming in the future.
 - Budget Bill 17-18, there was a base increase which they are already in the middle of for 17-18. We are waiting for January to start the budget cycle for the next year. Base increase, there is money for Guided Pathways, Veterans Resources, One-time money for C-ID’s for ASCCC. There was no money in the

Statewide Senate which runs the C-ID's. Districts were having to give money back to the Chancellors office who then pulled it together and then gave money to the Senate and they would run out every year. They got some "one-time" money and are making a change this year in the law so that money can go directly to the statewide Senate. This year they received 1 million dollars but it is "one-time." There is also "one-time" money for student mental health, we are hoping to make that ongoing. There was also ongoing money for part-time office hours. For anyone who is an adjunct there was money given for part-time office hours.

- Bills that were signed into law.
 - AB19 (Santiago) College Promise Program but last minute it was "gutted" and amended it does make a revision to the BOG waiver which is the Board of Governors fee waiver. There are some concerns that this bill puts the focus on full-time and students with a higher GPA which could be problematic. This bill gives more money to districts that are focused and committed to Guided Pathways so there are other districts with concerns. There was no money attached to it so it was signed into law with no money which is rare for our governor. Most people are hoping that there will be money in this next cycle.
 - AB705 (Irwin), this is the multiple measures bill. Wendy asked the Senators if anyone has any specific questions about this bill. An interpretation from ASCCC, FACCC and the unions was shared, Wendy compiled the three interpretations together. These three bodies go to the board governor consultation council meetings because the law changes and then Title 5 has to be written. Title 5 has to be written by the Board of Governors at the Chancellor's office, they do not just write it but have to vote on it. Generally what it says is, 1.) District has to use multiple measures for English and Math placement. 2.) We are supposed to use whatever the student provides such as a high school transcript or some sort of placement test and it must be the highest of any of those. 3.) Wherever students are placed they are supposed to be at transfer level or college level depending on their goal within one year. There is a question about is one year for example fall to fall semester? Or fall to the end of spring? Can you count summer? All the districts are supposed to have a curriculum, a plan or a pathway that allows the student to achieve that from wherever they start to where they need to be. According to both English and Math departments we are ahead and in good shape for this. There are other districts which were not aware this was coming and were not working on it or planning on it and they are supposed to be in compliance by January 2018. Their curriculum process are not any faster than the rest of them. There are some questions about CTE student goals, ESL law is 3 years for English. There are some "will" or "should" questions or "must" or "may." These questions have to be answered as Title V is written.
- There are some other bills listed which you can look up or read if you want.
- Bills that Failed
 - All the three Bachelor's Degree Expansion bills "died." This will not be moving in the next year.

- Office of Higher Ed. Performance and Accountability. There used to be an organization by the name of CBAC (College Budget Advisory Committee) which ruled over all community colleges and higher education. There was a bill which was attempting to bring back CBAC or a form of it back but this bill “died.” There was the Senate diversity which requires that we mandatorily report all the Academic Senates, that went down, this went to a two year bill.
- There was a DACA Advocacy Week in October.
 - Wanted to thank everyone who helped.
- Wendy sent out an email regarding Project Flow which is a 100% online new college district. The response to this email was due before Thanksgiving but she hasn’t heard any feedback.
- There are some changes coming from the Federal level regarding the Higher Ed Act, Loan Forgiveness, and more on DACA students.
- Wendy is asking for more responses from Senators when she sends out emails regarding advocacy, she asks that everyone click on the link and add their names as she feels we need to be more engaged. If there is a mandate and you don’t like it but you have never clicked on a link and placed your name then you really don’t have a right to complain.

C. Action Items

1. Emeriti Status, Don Takeda, Valerie Malinoski and Stan Wright.
 - Emeriti Status for Don Takeda. Mary Bates gives the motion that we give faculty emeriti status to Don Takeda, seconded by Wendy Brill. Unanimous. Approved.
 - Emeriti Status for Stan Wright. Gary Collins gives the motion on behalf of the School of Business and myself I would like to move the Academic Senate to approve faculty emeritus status for Stan Wright, seconded by Wendy Brill. Unanimous. Approved.
 - i. Stan’s speech: “Thank you to the Academic Senate for all the hard work that you do, I would like to thank all of my peers for all the hard work and extra time and effort they put in to making this college great. It’s been an honor and privilege to be here and I sincerely mean that, truly, where else can you work at with such a diverse group of highly skilled and intelligent people from Computer Scientist, Mathematicians, Political Scientist, Attorneys, Nursing, Biology, Chemistry, the list goes on and on. I don’t know of any other place where you can have that type of comradery and diversity it is just incredible. I am truly privileged to be here and thank you.”
 - Emeriti Status for Valerie Malinoski. Saburo Matsumoto makes a motion to have the Academic Senate approve faculty emeriti status for Valerie Malinoski, seconded by Deanna Riviera. Unanimous. Approved.
2. (*This was pulled – no action taken*) Election results for Senate President and Vice President:
 - Rebecca Eikey, President
 - Jason Burgdorfer, Vice President
3. Motion to approve the Spring FLEX 2018 Activities (pg.30) by Mary Bates, seconded by Wendy Brill. Unanimous. Approved.
4. Motion to recognize an Adjunct Senate Representative Spring 2018 vacancy seat by Erin Barnthouse, seconded by Regina Blasberg. Unanimous. Approved.
 - Noemi Beck-Wegner will not be able to continue to participate in Academic Spring due to class scheduling conflict. There will be a vacancy in the seat she will be representing,

according to the Constitution that needs to be recognized by the Senate before the election process could begin for a replacement.

5. Motion to approve the Discipline Assignment Memo and Retreat Rights for Gina Bogna (pg.35) by Mary Bates, seconded by Erin Barnthouse. Unanimous. Approved.
 - Note: President stated, we want to make sure we are making it clear what the minimum qualification rights are as an Educational Administrator versus if she was to retreat to faculty.
6. Motion to approve Standing Rule for Authorization, Maintenance and Destruction of Audio Recordings (pg.37), seconded by Regina Blasberg. Unanimous. Approved.
 - President reminds Senators that Lita has been recording the meetings and has had a recorder on the table. We want to make it clear that people are being recorded and that it is in line with the law of the State of California but we also do not need to keep these for perpetuity and want to have a policy in place that we can destroy recordings after a certain time period.
 - President thanks David Andrus for working on this. At a minimum recordings would be destroyed at the following of the last meeting of the Academic Senate of each fall and spring semester.
 - David comments, this was discussed previously and we have not had a chance to work with the policy committee due to working with Mike Joslin on Student Conduct. Since Lita Wangen is moving on and Marilyn Jimenez is coming on board it seems we should get this done.
7. Motion to approve the Academic Senate Budget [2018-19 Administrative Program Planning and Review Activity Planning Form 2t](#) by Wendy Brill, seconded by Mary Bates. Unanimous. Approved.
 - Based on the feedback there are updates in terms of objectives, status of those, and the additional accomplishments added.
 - President has heard about adding additional microphones to the room and was told that would be happening with support from IT.
 - There are two Activity Planning forms, one related to Meeting Efficiency and the other related to Academic Senate Travel. When you are approving this item you are approving both, program review planning documents in addition to the budget for the Senate.
8. Motion to approve the [CCCCO Guided Pathways: Guided Pathways Self-Assessment Tool](#) by Wendy Brill, seconded by Erika Torgeson. Unanimous. Approved.
 - This was presented to the Board of Trustees last night, there are little to no modifications since it left this governing body.

D. Discussion (time limit 10 minutes each) President makes a note that some of these items may roll over into the spring semester.

1. Program Viability Committee's Report, Lisa Hooper (pg.38)
 - a. Report Update: There are three proposals for splitting and/or merging of disciplines within the department of Earth, Space and Environmental Science. The three proposals were in agreement that Environmental Science should merge with Biology department and the Biology department is in favor of that merger. It is Program Viability's recommendation that the Senate agree, confirm, the merger of Environmental Science with Biology. The two additional proposals had different visions for the remaining disciplines in ESES for that reason the committee didn't feel confident in making any recommendations to the Senate until the department brought forth cohesive

presentation. Typically the concerns from Program Viability would be human resource concerns, physical resource concerns, and to a lesser extent in this case financial resource. We looked at shared faculty, shared space, and there are few different configurations that could make sense, we felt that in order to proceed in a confident manner that the remaining disciplines in ESES should work together to come up one that seems to meet the needs of students as well as the administrative work load associated with those disciplines. It is a very interesting process and many of the committee members are here today and could answer any questions.

- b. Questions for Lisa Hooper:
 - i. When the merger of ESES and Biology will be effective? Lisa Hooper answered, Academic Senate must approve the recommendation first. There are considerations that extend beyond those that my committee would oversee things like re-assign time for chairs, I will defer to Senate President. President stated, with the changes in the COCFA contract related to the department chair duties, there is some language which states that the Academic Senate must furnish a list of recognized departments and programs to COCFA every Spring by April 15th. To answer the question the Senate would have to make sure that they do "Action" in enough time to make sure that the communication is in line with that contract requirement.
 - ii. When it does occur will there be a formal notice? President answered yes because this body would have to make that formal approval and that list needs to be generated and go to COCFA and that's to allow for COCFA (District side) to allow for that compensation to be worked out because this is beyond the purview of the senate.
- c. Lisa Hooper clarifies the merger process; we would discuss, take action, and recommendation would come in the spring then to go into effect would be in the fall.
- d. A senator asks a procedural question: For merging or splitting of departments, it is now going through program viability review? President states this process was approved by the Academic Senate last spring. Another question: is the committee's vote the final say on the merging or splitting of departments? Policy Review Chair answers: It is a recommending body, we recommend and then the Senate moves forward and then senators get to vote, but it is a recommendation. Everyone who is on the Program Viability committee replicates almost exactly but not entirely everyone that used to serve when we had an ad-hoc committee decide on departmental mergers or splits. Program Viability is an advisory committee where they can recommend to the Senate.
- e. Lisa Hooper adds, it will now be incumbent on the senators who are asked to vote, to ask questions about the process, the proposals if there are any. The PV recommendation is to merge Environmental Science with Biology and to be clear, members, all current full-time faculty in ESES are in support of that merger as is the Biology department and the chair. The chair is here and her faculty have discussed it in their department meetings and the faculty in the Biology department are in support of that merger.
- f. A senator asks, how many faculty does that impact? Is this one person or several people moving? President stated is the only full time faculty affected.
- g. A Senator asks, for the remaining programs within ESES it is possible to re-write or bring up another one in the fall semester and it is a work in progress? Lisa Hooper answers,

absolutely, it was clear to the committee that the work load has increased since the inception of ESES in 2010 such that some of the disciplines would make sense potentially being their own department. There was a rational for forming the ESES in the first place and some of those reasons still exist. The PV committee wants to see that all of that has been considered going forward and we understand the administrative workload for overseeing this department has increased substantially and all are addressed in a proposal.

- h. Lisa Hooper adds some comments related to Curriculum Committee: There was increased interest in offering courses in a Hybrid format in the spring and this is in part because of looming parking concerns. To be clear when you put a Distance Learning Addendum (DLA) on a course hybrid and/or in online format you have no obligation to teach the course in that format you just have the flexibility to do so. There is no need to remove the DLA after the spring semester. About 100 of those have come our way in the past couple of months.
2. Guided Pathways - ASCCC GP Liaison & CA GP Institute, Rebecca Eikey
- a. The statewide senate would like each local senate to designate a person who can be a guided pathways liaison. In the general, this position serves in a role of communication, we have seen that with the Legislative Liaison for example, Wendy is our Legislative Liaison, is helping to communicate to the senate information. It would be a nice contact point, there could be additional meetings and support by working with other Guided Pathways liaisons from other colleges around the state.
 - b. President would like to add to this discussion about GP Liaison that several folks attended the CA Guided Pathways Institute last week: Erika Torgeson, Dennee Pescarmona and Miriam Goldberg. They can provide information regarding the Guided Pathways Institute. This information overlaps with some of the thoughts relating to Guided Pathways liaison, in terms of how would that work here and what would that person look like?
 - c. Miriam Goldberg report on the Guided Pathways Institute #2: It was my first time attending the institute meeting but being in the institute was stimulating, you get a lot of information such as good things that can happen from Guided Pathways for the students. The institute was mostly reinforcing the need for having the Guided Pathways, we also talked a lot about Meta-majors and how they are working on as a group. One major takeaway that we had was that California Guided Pathways has a lot to do with equity and should be the base for building this program because Guided Pathways is a way of having equity with all of our student's. We (college) are doing very well and met with others from other colleges who boasted about how well they were doing as well.
 - d. Erika Torgeson report: I am on the (IE)² committee as well and it really ties in with the work that we are doing there. Canyons Complete is something that we have been working on with (IE)². We realized that Canyons Complete is Guided Pathways, we've been doing the work and have been working in work groups. As far as Counseling department we are moving forward and having a retreat on Monday to see how Guided Pathways is going to look for Counseling, the potential, addressing concerns such as how is this going to look? And how are we going to implement? We are finding that we are the middle ground, we are loosening the communication to our stakeholders here at the college, and starting those discussion and ramping up again how we are going to

implement, realizing that other colleges have not yet started. I feel we (college) are very much ahead but still have much to do.

- e. Denee Pescarmona report: I think they (Miriam and Erika) both did a very good job at summarizing. Again the main focus was on the Meta-Majors and mapping and we are already doing a great job at mapping already here at the college. It was great to revisit, it was informative and intuitive and we are bringing in more stakeholders into the process. I wanted to thank my colleagues Miriam Goldberg, Anne Marengo, Instructional faculty, Erika Torgeson and Albert Loiza representative counseling faculty. I want to also thank Rebecca for her ongoing leadership as well. I appreciate that the senate voted for the allocation. I also wanted to reiterate to everyone that we are going to go slow to go fast. We cannot make decisions quickly and then undue them in terms of rethinking of how we do everything. So please note it may look like we are not moving forward very fast but we want to open things up for dialogue and consideration and open up this conversation for Guided Pathways.
 - f. Senate President stated that for those who have been going to the Guided Pathways Institute or will be going, the thought is to have instructional faculty and counseling staff attend side by side. Should we report back to the statewide senate that we have two Guided Pathways liaisons reporting back? We need a team approach and that is what is working here. What are the thoughts of the senate and others in this room about this idea? A senator stated that he thinks the counselors would support that idea and they will be meeting on Monday to discuss. President addresses senators, I think that is a very significant shift in change in terms of collaboration and I would like your help in who should be recruited. The faculty member does not need to be full-time they can be part-time faculty. We need someone who can help with the communication.
 - g. Denne Pescarmona stated, I think this is a really great opportunity for a very focused thoughtful group to make a significant impact on how this plays out to all the colleges. There are some changes in leadership and fluctuations in the Chancellors office such that some strong thoughtful groups will move forward to help effect change around Guided Pathways and a liaison that we will see and they would welcome that feedback. We want to have these dialogues so that we can define for Canyons Complete and what this looks like, it's a great opportunity for us to influence if we have ideas and contribute to the state initiative. President stated, this would also be a great opportunity to serve on the Guided Pathways taskforce, statewide senate, opportunities for many facilitators and coaches, there is a spectrum in terms of which colleges are ready for this and which are not. There is a need to have more faculty leaders in the state supporting each other.
 - h. President will leave this Guided Pathways discussion hanging and we will figure out who those two liaisons will be: One from Student Services; one from Instruction.
3. Peer Review Process for Program Review, Jason Burgdorfer (pg.40)
- a. The program review committee has been working on a program review process over the past year and has a couple of components to it. All the programs or departments do a program review to evaluate their programs, do budgeting and reflect back on what they have done over the past year such as accomplishments. The committee has wanted to initiate a peer review process to try and create more support and consistency between program reviews. It also is an opportunity to see what other departments are doing and to foster collaboration between programs. How is this going to work? We will have

volunteers from the faculty, (faculty peer reviewing faculty), which is why it is called peer review. We will have volunteer chairs, and volunteer members from the program review committee who will team with another chair doing a program review and it will be a one-to-one catch up or one reviewer to one chair. It will be a good way to provide support and look at how they are filling out their program review. If we turn to page 42 to 44, we developed a check list/rubric document to help guide the peer review process which is the document you see in page 42-44. This is a very simple, straightforward rubric to make sure the program review is complete and all the areas have been addressed. A lot of these parts have multiple parts to them and not all parts have been addressed. It is also an opportunity to address some areas that may need more explanation or further development. There are also some opportunities to provide comments after that. This will correspond with the new program review module that is being programed right now and should be ready by next fall. Are there any questions on the document?

- b. There are 148 total programs and certificates. Senate President clarifies there are not that many program reviews some departments have more than one certificate degrees in their programs. There's 70-90 academic program reviews, which is too much to complete in one year. The idea is to split it out over three years, every program/department would be able to participate in the peer review process once every three years. It will be random selection for who gets in each year.
- a) Questions regarding Peer Review Process for Program Review for Vice President Jason Burgdorfer.
 - Is this a mandatory or voluntary participation? You stated that everyone can do this over three years but if someone really want to participate can they request to do it this year? Jason responds the committee would open to prioritizing people who really want to do it this year or for example new chairs. New chairs would definitely get the support.
 - Jason states this is not an evaluative rubric it is not punitive or to say you are you not doing your peer review correctly, it is to make them stronger and to share ideas across campus.
 - Dr. Jerry Buckley: Thank you Vice President Jason for your efforts on this program peer review, we have been talking about this peer review for years. I am happy this will finally be rallied on campus. I think you have done really good work.
 - Jason stated, it is out intent to roll this our next fall with the beginning of the next three year cycle to correspond with the new modified program review module.
 - Where does this fit in the timeline? For example, if it was out now, does it come before the Deans get it? Jason answers, this will all occur during the level 1 program review, so during the fall semester. The idea is that the meetings between the chairs and reviewing of this document be completed before the end of the fall semester so there is time to make those edits. By the time the program review is due at the end of the semester.
 - You said the idea of the program peer review is to make the program review stronger? However, in my experience writing program reviews over many years, I haven't sees the support that I have requested. It doesn't happen and I am asked repeatedly, "is it in your program review?" Faculty are overworked, we have Guided Pathways coming, faculty are stretched really thin. This sounds like a great idea to make the peer review perfect, but do those documents really matter or are we wasting our attention on something we shouldn't be because it is not going anywhere? Dr. Buckley adds in, I

agree having reviewed many program reviews, creating a summary book that prioritized every one of the 144 activities from last year and not having funding those requests is frustrating. However, if you serve on a peer review process you are going to know the strengths and weaknesses of programs, what they need in the way of resources. You will be able to carry that message to committees where maybe action can be taken.

Participatory governance is truly about sharing the responsibility for leading the college and peer review is a major part of that component that has been missing here. It may “shake the tree” and break free some resources for those programs.

- Another question, is this a mandatory process? Jason answers, it is a voluntary process. If a chair doesn’t want to participate in this they don’t have too. The workload on the chairs part would be to meet with the reviewer for a few minutes, the workload will be more so on the peer reviewers. Senator responded that he agrees with the benefits of collaboration but is concerned over what is sensible and what is the best use of time.
- Another senator: What I am concerned about is, this semester for instance, there are materials that are really needed and the information that I needed to do my program reviews I didn’t received until very late in the fall semester. If I wanted to participate in this I wouldn’t have had time to actually sit and do good quality work before being able to submit it for peer review.
- President adds comments: Another thought that a Dean had given me was, could the program peer review process happen during one of the IAC meetings. This would make it a working meeting, have the program review, do peer review there, and get the majority of the work done during this time period. Could we utilize some of our current meeting structures to do some of this work? I will admit I had similar thoughts when this was happening, are we really asking for one more thing? I was also very skeptical that this would be something that would bring value to the time we put into program review. In participating in the committee, because I come in and out, I am not always there to hear the full conversation. Of the couple times where I did participate, when we were going through an exercise, of using the peer review rubric to evaluate a program, this experience changed my mind about how valuable this process could be. It was great to look at, what are we saying in terms of program review? And what should we be saying so it is more thoughtful for faculty in order to document what we are already thinking in terms of how we want to make program improvement. We don’t want to just copy and paste in this process, there is more accountability. I hear what you are saying but I feel that seeing it worked out through an example was really enlightening and could be really important for program improvement and also improvement for what we need to do within program review. They were asking some really good questions. The peer review process could be important if we are thinking about Guided Pathways and the changes that are happening and if there is movement on comprehensive enrollment management plan. The meeting that I was just in is a subgroup out of PAC B, looking at forced cost, there were a lot of questions about thinking about the forced cost letters, enrollment management, program viability and making those more meaningful and useful within program review. We might just have a lot of synergy between a lot of these activities at once that maybe would be more beneficial as Dr. Buckley was saying in getting the resources for our program.
- Another senator: What I am concerned about is not that it is a bad idea I just don’t know if it is institutionally feasible.

- Dr. Buckley adds, in my twenty-one years of experience, this is the culture that I grew up in, we did this under the constraints that you are describing. I had my curriculum revision review due dates, I had those lectures that I wanted to re-write but everyone had their turn in going through a peer review process where other professionals within the body of higher education would look at what you were doing and they suggested things you could improve and help you resource your program. It was useful and I would not have commended the work that was done if I did not believe it, because I lived it.
 - The President says, I think what I am hearing you say David is that regardless of what the rubric looks like we have to be mindful of how we build it into the process, the institutional processes and I think that is really valid.
 - Rebecca states, I want to be mindful of the time, it's a couple of minutes before the hour. We will bring this back for further discussion in the spring semester. I don't want to rush it through and I want to make sure we have a thoughtful consideration. Thank you Jason.
 - Jason makes one last announcement: The committee co-meets with the Committee Assessment of Student Learning we are short in couple schools and are looking for volunteers to join the committee.
4. Standard Components for Academic Senate Committee Charters, Rebecca Eikey & David Andrus (pg.46)
- This has come through senate a couple of times. In my spare time I look at various committee charters to make sure we are not going to miss something. Trying to make this into a standards of operating procedures. I get a lot of questions as Senate President from new committees coming up such as what should be in the charter? What should this look like? Are there examples? What I did with David Andrus's help, thank you David, was to organize this so it is clear. What is a standing committee? What is an ad-hoc committee? For standing committees, what are the key features we think should be there? What you see here, with the additions and the underlines, are making sure it's clear the duties and functions of the committees and how their recommendations go to the senate. I added number 11, looking at curriculum or professional development that we are calling out the specific citations in Ed Code and Title 5, committee work that is related to. I don't want to rush us through approving something without giving more thought for what it should look like.
 - President will bring this back as a discussion item for February so we can look at this again. Please let me know if there is something else that is missing. If you are going through the creation of the committee charters and for those of you serving on other committees if there is other things that you are thinking about in terms of how they operate if there is something that we are missing.

E. Unfinished Business

1. Faculty Professional Development Committee Procedures
 - We will be bringing this back in the spring.
2. Ad Hoc Committee Update – OEI Rubrics, Anne Marengo
 - For the department chairs, we hope you have received some information from the Ed Tech committees related to a check list for evaluating online courses. That is part of this ad-hoc committee update, the work is progressing through at tech now. The President

would like to bring back all of this back at once that is why it is under unfinished business.

3. Deliberative Dialog: Campus Culture & Safety
 - This is ongoing and Rebecca will follow up with Patty Robinson.
4. Curriculum Committee Procedures, Lisa Hooper
 - Will come back in the spring.
5. Resolution in Support of Resources for the Academic Senate
 - We are waiting to see if we get support for the Senate.

F. New Future Business

Request to place an item for a future agenda is welcomed. Below is a list of topics that will be discussed at a future business date.

- President asks if there is any future business at the beginning of spring.
- A senator asked about having a shredding container put in this room (BONH-330) because at the end of the semester we all have copies of our exams. There is one in Admissions & Records. She (Jasmine Ryes) had told me a year and half ago that it wasn't a problem that we could just contact her and add one more cost of another bin onto the colleges contract company to have one put in here where everyone else agrees it should be. I have stacks of exams that I think we all need to dispose of. There is not a lot of resources to do that on campus. I would like to see if we can make that happen.
- President asks if we should bring this back as an item to discuss? Senators agree yes.
- President asks if there are any other "New Future Business?" No

G. In Committee

- *Make note of what's "In Committee" here and policy and our next Senate meeting is on Feb. 8th.*

Here is a list of policies that the Policy Review Committee is working on in the event someone would like to attend. Please contact [David Andrus](#) 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 2:00 – 3:00 pm in BONH 330.

Student Discipline (BP 5529, 5530, 5531)
AP 7120 Recruitment and Selection
Academic Senate Standing Rule for Meeting Recordings
Academic Freedom AP
Matriculation Policies

H. Announcements

- *We have here a list of announcements. Are there any other announcements?*
 - Next Academic Senate Meeting – February 8th, 2018
 - Upcoming elections for School Senators, Adjunct Senators, Department Chairs and Curriculum Committee members.
 - 2018 Accreditation Institute February 23-24, Anaheim
 - 2018 Instructional Design & Innovation, March 16-17
 - 2018 Spring Plenary Session, April 12-14, San Mateo
 - 2018 Career Technical Education Institute, May 4-5

- 2018 Faculty Leadership Institute, June 14-16 o 2018 Curriculum Institute, July 11-14

I. Adjournment: 5:02 pm

If you need a disability-related modification or accommodation (including auxiliary aids or services) to participate in the public meeting, or if you need an agenda in an alternate form, please contact the Academic Affairs Office at College of the Canyons at least 48-hours before the scheduled meeting.

Broken Furniture?



Process to Repair/Replace Damaged Furniture:

- ✦ Fill out a Facilities work order at: <https://tamis.canyons.edu/COCFW/>.
- ✦ Facilities department will look at furniture and either:
 - a. Repair, or
 - b. Deem it "unrepairable"
- ✦ If the furniture is unrepairable, Facilities will contact Purchasing to purchase new furniture using Modernization Funds.
- ✦ Purchasing will contact the requestor to discuss the type of furniture that needs to be replaced, obtain quotes, and submit a furniture/equipment request at: <https://tamis.canyons.edu/cprm>.
- ✦ Once the furniture request has been approved, a purchase order will be generated and the order will be placed with the vendor. Normal lead times for the furniture to be delivered and installed are 6 to 8 weeks from the order date .



- **Program Review**
 - **Goals/Objectives:**
 - Include end date and specific outcomes
 - NO “Continue” ...should complete in 1 to 3 years
 - Use Activity/Comment Section for:
 - Full-Time/PPT Staff Requests
 - Building Renovation
 - **Budget Comments: 140 WORDS IN COMMENT SECTION:**
 - Be specific - include data and reference attachments that support request
 - **Instructional Planning Form – Code New Initiatives with Priority # to Roll-up Expenses – Must Match Program Review Project Group #**
- **What Can Be Included in the Budget**
 - **No People-FT** Full-Time Staff - Academic & Classified Staffing Committees
 - **No Places** Facility Improvement/Modernization - Facilities Planning
 - **Things and PT People** Part-Time Staff, Equipment (One-Time), Equipment Maint/Repair, Supplies, Contract Services, Conferences, Mileage, Field Trips, etc.
- **Supporting Documentation, Data and Information NOTE IN COMMENTS SECTION:**
 - **FTES History:** Reference Trends -To Support Increase in Variable Expenses
 - **Historical Expenses:** Reallocate Budget - To More Accurately Reflect Need
 - **Regulations:** Reference code or law – Use current information
 - **New Programs:** Provide specific details to support program budget requests
 - **Technology:** New or Replace Obsolete – Coordinate with Jim Temple
 - **Part-Time Staff:** Hours x Hourly Rate - Update for minimum wage increases
 - **Equipment:** > \$200, Life >1 Year - Provide Quote, Picture, Detailed Info
- **Forced Costs – List as “Forced Cost” – NOTE IN COMMENT SECTION:**
 - **X = External:**
 - Forces beyond our control, i.e.: legal/contractual obligations, risk management, health/safety, utilities, insurance, etc.
 - **C = Critical Operations:**
 - Campus would shut down without these.
 - **E = Enrollment Management:**
 - To Support Increases Related to FTES, i.e. Staff, Marketing, Software...
 - **V = Department/program Viability:**
 - New or Expanding Programs, Crucial for the Department to Function
- **Funding Source Options – IDENTIFY IN COMMENTS – TBD at later date:**
 - SSSP, Student Equity, Perkins, Lottery, Basic Skills, etc.

State Legislature is a two-year cycle beginning with elections in November 2016, so this is year two of this legislative cycle.

What made it through the first year:

- ACR32 (Medina)
 - Assembly Concurrent Resolution
 - This measure would encourage the Chancellor of the California Community Colleges, in consultation with specified affected stakeholders, to develop proposals for legislative consideration to address the longstanding challenges to achieving a specified goal of credit classroom instruction taught by full-time faculty and compensation equity for part-time faculty.
 - Not law but expresses the intent of the legislature
 - It was passed unanimously in both the senate and assembly
 - Message to the CCCCCO and Gov. that legislative mandates are coming if progress isn't made.
- Budget Bill 17-18
 - Base increase
 - Money for Guided Pathways
 - Veterans Resources
 - One-time money for C-IDs for ASCCC
 - One-time money for student mental health
 - Money for part-time office hours

Bills that were signed into law

AB19 (Santiago) College Promise Program

- Gutted and amended in September
- Revision of the BOG waiver
- BOG waiver expansion for full-time students and with a minimum GPA if the college has adopted Guided Pathways.
- Concerns for students who are not full-time and might be struggling academically. Is this benefiting the right group of students?
- This was signed into law, but doesn't include any money for the program. So generally CEOs and CCLC are opposed to it
- Hoping the Governor will include money for College Promise in the 2018-19 budget

AB705 (Irwin) - Matriculation, Assessment for Placement, Curricular Re-design in Basic Skills

- Multiple measures – multiple opportunities to prove placement and college must use the highest of the multiple measures for placement
- Must use a disjunctive model for math and English placement, including high school transcripts
- If student goal is to transfer, then the college must provide a pathway to allow student to reach transfer level math or English within one year. Whether student is full or part-time.
- If student goal is an AA, then the college must provide a pathway to allow student to reach college level math or English within one year. Whether student is full or part-time.
- Some discussions/concerns:
 - CTE student goals?

- ESL – up to 3 years for English
 - “will” or “should”
 - What does “one year” mean? When creating the pathway can the college include fall, winter, spring and summer semesters?
 - This is a forced redesign of Basic Skills, and programs feel attacked for upholding standards.
- AB21 (Karla) and others
 - Protections for undocumented students
 - AB214 (Weber) Food Security
 - Eases CalFresh process for students
 - Small change, but incremental
 - AB637 (Medina) Online Education
 - Allows cross-enrollment in online education courses for students from one college to another college
 - Eases some of the enrollment processes, moving from Ed Code to Title 5 - Regulation
 - AB1018 (Reyes) Student Equity
 - Explicitly includes homeless students, former foster youth, and LGBTQI+ student reports in Student Equity Plans as new categories so data can be collected
 - SB12 (Beall) Foster Youth
 - Expands CAYFES grant from 10 to 20 CCCs
 - Provided resources through EOPS for youth that matriculate out of foster care to prevent homelessness.

Bills that Failed

- Several bills that focused on Bachelor’s Degree Expansions
- Office of Higher Ed. Performance and Accountability
- AB 847 (Bocanegra) – Academic Senate Diversity – 2-year bill now

DACA Advocacy Week - October 16, 2017

Collaboration between ASCCC, CCCO, CCLC, FACCC, student senate, unions to send a message to Washington and show united support for DACA students.

- Met with Steve Knight
- Passed and mailed senate letter to all members of congress
- Vince Devlahovich had an advocacy meeting to organize calls and letters to congress

FACCC sponsored meeting on campus

Focus on ADVOCACY – its essential

- Join FACCC
- Create a Legislative Liaison position for your senate.
- Garner support for position from other faculty groups.
- Write letters of support or opposition to legislators.
- Bring resolutions to ASCCC plenary sessions when concerns rise to a statewide level.
- Visit legislator’s offices [ASCCC Legislative Priorities](#)
- Audit Fee

- Full-Time Faculty and Faculty Diversification
- Permanent and Sustainable Funding for C-ID
- Dedicated Professional Development Money for ASCCC to convene faculty discipline meetings to improve student success and completion*
- Wrap-Around Student Support (Mental Health, Increased Direct Aid for Food and Housing Insecurity)

Consent Calendar Item A.5.3.

As recommended in December the Academic Senate is looking to appoint two Guided Pathways Liaisons one in Student Services and one in Instruction.

Erika Torgeson, Counselor, is appointed the Guided Pathways liaison for Student Services. The description of the liaison position including responsibilities is below.

GUIDED PATHWAYS LIAISON

The Academic Senate for California Community Colleges (ASCCC) is actively seeking local academic senate liaisons to facilitate the inclusion of faculty voice in the implementation of the Guided Pathways Award Program outlined in the Governor's 2017- 2018 California state budget with a one-time allocation of \$150 million. The Chancellor's Office and the Board of Governors are responsible for statewide implementation of this program for colleges that includes "organizing students' academic choices in a way that promotes better course-taking decisions," as well as creating the necessary "framework for colleges to better organize existing student support programs and strategically use existing funding to support student success."^[1] Thus, it is imperative that local senates within California community colleges are prepared to address the impacts of this transformational effort that requires engaging in deliberative conversations and creating collaboration with faculty, students, staff, and administrators, as colleges consider adopting a Guided Pathways framework.

The ASCCC strongly encourages the use of innovative strategies and actions that support students in achieving their educational goals. Resolution 9.12 F15 *Support Local Development of Curricular Pathways* urges local academic senates and curriculum committees to be genuinely involved in any decisions regarding curricular pathway programs under consideration. Furthermore, as colleges are designing and implementing pathways programs, ASCCC will be investigating and disseminating effective practices as directed by Resolution 9.03 F16 *Investigate Effective Practices for Pathways Programs*.

In response to the Guided Pathways Award Program implementation, the ASCCC Executive Committee approved the following expectations for Guided Pathways faculty liaisons appointed by local senate presidents:

1. Sign up for the ASCCC Guided Pathways listserv: GuidedPathways@listserv.cccnext.net
2. Update and engage the local academic senate on statewide matters related to guided pathways.
3. Communicate with the local senate and campus faculty regarding guided pathways efforts and implementation relevant to the local college and/or district.

There may be additional expectations and responsibilities as the liaison position is defined by the local academic senate. The following list of expectations and responsibilities are **only** suggestions that local senates may consider when selecting a faculty member. The Executive Committee understands that many local senates, and faculty in general, have limited resources and time; thus, liaisons can do as little or as much as they have time and resources.

Guided Pathways Liaison Expectations

- ✓ Consult with the senate leaders to create a mechanism for the most effective communication with faculty at the local campus about issues of common concern and/or support for Guided Pathways;
- ✓ Monitor local and regional Guided Pathway discussions and act as a resource for local inquiries;
- ✓ Identify local issues of particular concern around a Guided Pathway approach and convey those to the ASCCC Guided Pathways Task Force;
- ✓ Communicate opportunities for faculty to participate through the ASCCC in statewide workgroups, committees and taskforces in relation to Guided Pathways;
- ✓ Serve as a conduit between the local faculty and the ASCCC Guided Pathways Taskforce representatives;
- ✓ As local funding permits, attend statewide events related to Guided Pathways.

Actions Items

C.1. Part Time Faculty (Academic Senate) Equivalency for Fall 2017

Name	Position Title (Discipline Assignment)	MQ&E for the specified discipline as listed in the current MQ&E state handbook	Evidence for how the faculty member meets MQ or E
Ahlstrom, Martha	Adjunct – Earth Science	Master's in geology, geophysics, earth sciences, meteorology, oceanography or paleontology OR Bachelor's in geology AND Master's in geography, physics, or geochemistry OR the equivalent	MA Geology, California State University, Northridge
Alvarez, April	Adjunct –ECE (Child Development)	Master's in child development, early childhood education, human development, home economics/ family and consumer studies with a specialization in child development/early childhood education or educational psychology with a specialization in child development/early childhood education	MS in Family and Consumer Sciences, California State University, Northridge
Amoroso, Danielle	Adjunct – Biological Sciences	Master's in any biological science OR Bachelor's in any biological science AND Master's in biochemistry, biophysics, or marine science OR the equivalent	MA Biology, California State University, Northridge
Arabi, Masoumeh	Adjunct – Physics/Astronomy	Master's in physics, astronomy or	MA Physics, California State University, Northridge

		astrophysics OR Bachelor's in physics or astronomy AND Master's in engineering, mathematics, meteorology or geophysics OR the equivalent.	
Brink , Mary	Adjunct – Business	Master's in business, business management, business administration, accountancy, finance, marketing or business education	MA in Accounting, Grand Canyon University
Behrman, Jennifer	Adjunct -Early Childhood Education	Master's in child development, early childhood education, human development, home economics/ family and consumer studies with a specialization in child development/early childhood education or educational psychology with a specialization in child development/early childhood education	MA in Human Development, Pacific Oaks College
Bhumralkar, Dilip	Adjunct – Chemistry	Master's in chemistry OR Bachelor's in chemistry or biochemistry AND Master's in biochemistry, chemical engineering, chemical physics, physics, molecular biology or geochemistry OR the equivalent.	PhD in Chemistry, Wayne State University

Brister, Becky	Adjunct -Photography	Master's in photography, fine arts, or art	MFA in Art, University of California, Los Angeles
Caruna, Joseph	Adjunct – Business	Master's in business, business management, business administration, accountancy, finance, marketing or business education	MA in Business Education, California State University, Los Angeles
Carter, Corey	Adjunct – Paralegal	JD or LL.B.	Juris Doctor, Pepperdine University
Circhirillo, Emily	Adjunct – Library	Master's in library science, library and information science	MA in Library and Information Science, The University of Southern Mississippi
Chang, Christine	Adjunct- Culinary Arts	Any bachelor's degree and two (2) years of full-time equivalent professional experience directly related to the faculty member's teaching assignment or the equivalent;	BA in Political Science, University of California, San Diego and over two years of experience in Culinary Arts
Cox, Jeffrey	Adjunct – Communication Studies	Master's in speech, speech broadcasting, telecommunications, rhetoric, communication, communication studies, speech communication or organizational communication	MA in Communication Management, University of Southern California
Dawkins, Sean	Adjunct – Administration of Justice	Any bachelor's degree and two (2) years of full-time equivalent professional experience directly related to the faculty member's teaching assignment or the equivalent; OR- Any associate degree and six (6) years of professional	MA Criminal Justice, Arizona State University plus two years of experience in Administration of Justice

		experience directly related to the faculty member's teaching assignment or the equivalent. (#1,2)	
DeJesus, Wilfredo	Adjunct – Administration of Justice	Any bachelor's degree and two (2) years of full-time equivalent professional experience directly related to the faculty member's teaching assignment or the equivalent; OR- Any associate degree and six (6) years of professional experience directly related to the faculty member's teaching assignment or the equivalent. (#1,2)	BA Criminal Justice, John Jay College plus two years of experience in Administration of Justice
DelCid, Randy	Adjunct – Counselor	Master's in counseling, rehabilitation counseling, clinical psychology, counseling psychology, guidance counseling, educational counseling, social work, career development, marriage and family therapy or marriage, family and child counseling, OR the equivalent. (NOTE: A bachelor's degree in one of the listed degrees and a license as a Marriage and Family Therapist (MFT) is an alternative qualification for this discipline.)	MA Social Work, University of Southern California
Edmond, Jerry	Noncredit – CAWT	Any bachelor's degree and two (2) years of full-time equivalent professional experience directly	BS in Business, University of Southern California and two years of experience in the discipline

		related to the faculty member's teaching assignment or the equivalent; OR- Any associate degree and six (6) years of professional experience directly related to the faculty member's teaching assignment or the equivalent. (#1,2)	
Farkas, Robert	Adjunct – Administration of Justice	Any bachelor's degree and two (2) years of full-time equivalent professional experience directly related to the faculty member's teaching assignment or the equivalent; OR- Any associate degree and six (6) years of professional experience directly related to the faculty member's teaching assignment or the equivalent. (#1,2)	BA Criminal Justice Management, Union Institute and University and two years of experience in Administration of Justice
Ferreros, Joseph	Adjunct – English	Master's in English, literature, comparative literature, or composition	MA in English Literature, California State University, Dominguez Hills
Field, Kelly	Adjunct – Early Childhood Education	Master's in child development, early childhood education, human development, home economics/ family and consumer studies with a specialization in child development/early childhood education or educational psychology with a specialization in child development/early childhood education	MA in Child Development, California State University, Los Angeles

Gausman, Jenna	Adjunct – Counselor	Master's in counseling, rehabilitation counseling, clinical psychology, counseling psychology, guidance counseling, educational counseling, social work, career development, marriage and family therapy or marriage, family and child counseling, OR the equivalent. (NOTE: A bachelor's degree in one of the listed degrees and a license as a Marriage and Family Therapist (MFT) is an alternative qualification for this discipline.)	MA Counseling, California State University, Northridge
Gharagozli, Behnam	Adjunct – Political Science	Master's in political science, government, or international relations OR Bachelor's in any of the above AND Master's in economics, history, public administration, social science, sociology, any ethnic studies, JD or LL.B.	BA in Political Science, University of California, Berkeley and Juris Doctor, Hastings College of the Law
Goldberg, Brian	Adjunct – Political Science	Master's in political science, government, or international relations	PhD in Political Science, University of Southern California
Gandomi, Fatemeh "Tara"	Adjunct – Biological Sciences	Master's in any biological science OR Bachelor's in any biological science AND Master's in biochemistry, biophysics, or marine science	Doctor of Medicine (MD), Tehran University, US equivalence: International Education Research Foundation, Inc.

		OR the equivalent	
Gisel, Thomas	Adjunct – Chemistry	Master's in chemistry OR Bachelor's in chemistry or biochemistry AND Master's in biochemistry, chemical engineering, chemical physics, physics, molecular biology or geochemistry OR the equivalent (#1)	MA in Biochemistry and BS in Biochemistry, University of Wisconsin
Green, Chrystin	Adjunct – Physics	Master's in physics, astronomy or astrophysics OR Bachelor's in physics or astronomy AND Master's in engineering, mathematics, meteorology or geophysics OR the equivalent.	MA in Physics, California State University Fullerton
Greene, David	Adjunct – Construction Management Technology	Any bachelor's degree and two (2) years of full-time equivalent professional experience directly related to the faculty member's teaching assignment or the equivalent; OR - Any associate degree and six (6) years of professional experience directly related to the faculty member's teaching assignment or the equivalent. (#1,2)	AA Electrical Technology, Long Beach City College plus six years of experience in Construction Technology
Gruneberg, Natalie	Adjunct – Health Science	Master's in health science, health education, biology, nursing, physical education, kinesiology, exercise science, dietetics, nutrition or public health OR	MA in Human Nutrition, University of Bridgeport

		Bachelor's in any of the above AND Master's in any biological science OR the equivalent	
Hamawe, Samir	Adjunct – Counselor	Master's in counseling, rehabilitation counseling, clinical psychology, counseling psychology, guidance counseling, educational counseling, social work, career development, marriage and family therapy or marriage, family and child counseling, OR the equivalent. (NOTE: A bachelor's degree in one of the listed degrees and a license as a Marriage and Family Therapist (MFT) is an alternative qualification for this discipline.)	MA in Counseling, California State University, Northridge
Hassenpflug, Wendy	Adjunct – Dance	Master's in dance, physical education with a dance emphasis, or theater with dance emphasis.	MS in Kinesiology with Dance emphasis, California State University, Northridge
Hechavarria-Moreno, Marianela	Adjunct – Diagnostic Medical Technology	Requirements per the MQ handbook: Any Bachelor's degree or better AND two years of experience in the discipline Requirements per the Board of Registered Nurses: one or more of the following: -must be a physician or surgeon licensed under chapter 5 OR -a doctoral scientist OR -a clinical laboratory bioanalyst OR -a clinical laboratory scientist OR -a clinical laboratory	BA Applied Microbiology, Universidad Del Este, Puerto Rico plus two years of experience as a clinical laboratory scientist, Medical Laboratory Certification and a Clinical Laboratory Scientist Certification

		<p>specialist licensed under chapter 3 OR -a public health microbiologist certified pursuant to Health and Safety Code Section 101160 OR Any Bachelor's degree or better AND A licensed medical laboratory technician with five years of practical experience licensed under Chapter 3. OR Any Associate's degree AND six years of experience in the discipline AND one or more of the following:</p> <ul style="list-style-type: none"> -must be a physician or surgeon licensed under chapter 5 OR -a doctoral scientist OR -a clinical laboratory bioanalyst OR -a clinical laboratory scientist OR -a clinical laboratory specialist licensed under chapter 3 OR -a public health microbiologist certified pursuant to Health and Safety Code Section 101160. OR Any Associate's degree AND A licensed medical laboratory technician with five years of practical experience licensed under Chapter 3 AND One year of additional experience in the discipline. OR- Equivalent (none accepted) 	
Herrera, Melissa	Adjunct – Counseling	<p>Master's in counseling, rehabilitation counseling, clinical psychology, counseling psychology, guidance counseling, educational counseling, social work, career development, marriage and family therapy or marriage,</p>	MA Counseling, California State University, Northridge

		family and child counseling, OR the equivalent. (NOTE: A bachelor's degree in one of the listed degrees and a license as a Marriage and Family Therapist (MFT) is an alternative qualification for this discipline.)	
Jara, Michael	Adjunct – Kinesiology/Physical Education	Master's degree in kinesiology, physical education, exercise science, education with an emphasis in physical education, kinesiology, physiology of exercise or adaptive physical education OR Bachelor's degree in any of the above AND Master's degree in any life science, dance, physiology, health education, recreation administration or physical therapy OR the equivalent.	MA Kinesiology, California State University, Northridge
Jegel, Torey	Adjunct – Interior Design	Any bachelor's degree and two (2) years of full-time equivalent professional experience directly related to the faculty member's teaching assignment or the equivalent; OR- Any associate degree and six (6) years of professional experience directly related to the faculty member's teaching assignment or the equivalent. (#1,2)	BA Interior Design, California State University Northridge plus two years of experience in Interior Design

Keller, Kyle J.	Adjunct – English	Master’s in English, literature, comparative literature, or composition	MFA in English Creative Writing, California State University, Fresno
King-Rushing, Bola	Adjunct- English	Master’s in English, literature, comparative literature, or composition	PhD in English, University of California, Santa Barbara
Labat, Patty	Adjunct –Coaching	Any bachelor’s degree and two (2) years of full-time equivalent professional experience directly related to the faculty member’s teaching assignment or the equivalent; OR- Any associate degree and six (6) years of professional experience directly related to the faculty member’s teaching assignment or the equivalent. (#1,2)	BA in Elementary Education, Mankato State University plus two years of experience in Tennis
Laff, Rebecca	Adjunct - Early Childhood Education	Master’s in child development, early childhood education, human development, home economics/ family and consumer studies with a specialization in child development/early childhood education or educational psychology with a specialization in child development/early childhood education	MS in Family and Consumer Sciences, California State University, Northridge
Lapham, Charles	Adjunct – Automotive Technology	Any bachelor’s degree and two (2) years of full-time equivalent professional experience directly related to the faculty member’s teaching assignment or the	AA in Administration of Justice and over six years of experience in Automotive Technology

		equivalent; OR- Any associate degree and six (6) years of professional experience directly related to the faculty member's teaching assignment or the equivalent. (#1,2)	
Lane, Shaunasey	Adjunct – Nursing	Master's in nursing OR Bachelor's in nursing AND Master's in health education or health science OR the equivalent OR the minimum qualifications as set by the Board of Registered Nursing, whichever is higher.	MA Nursing Education, Western Governors University and BS, Nursing, Arizona State University, California RN License
Lewis, Laura	Adjunct – Counselor (EOPS)	Master's degree in counseling, rehabilitation counseling, clinical psychology, counseling psychology, guidance (a-c) Opportunity counseling, educational counseling, social work or Programs and career development, or the equivalent, Services (EOPS) AND EOPS counselors hired after October 24, 1987, shall: (1) Have completed a minimum of nine semester units of college course work predominantly relating to ethnic minorities or persons handicapped by language, social or economic disadvantages OR (2) Have completed six semester units or	MA Educational Counseling, University of LaVerne, six semester units or the equivalent of a college-level counseling practicum or counseling field-work courses in a community college EOPS program, COC plus two years of occupational experience in work relating to ethnic minorities or persons handicapped by language, social or economic disadvantages.

		<p>the equivalent of a college-level counseling practicum or counseling field-work courses in a community college EOPS program, or in a program dealing predominantly with ethnic minorities or persons handicapped by language, social or economic disadvantages AND In addition, an EOPS counselor hired after October 24, 1987, shall have two years of occupational experience in work relating to ethnic minorities or persons handicapped by language, social or economic disadvantages</p>	
Macis, Lucielle	Adjunct – Counselor	<p>Master's in counseling, rehabilitation counseling, clinical psychology, counseling psychology, guidance counseling, educational counseling, social work, career development, marriage and family therapy or marriage, family and child counseling, OR the equivalent. (NOTE: A bachelor's degree in one of the listed degrees and a license as a Marriage and Family Therapist (MFT) is an alternative qualification for this discipline.)</p>	MA Counseling, California State University, Northridge

Mazurova, Asya	Adjunct – Communication Studies	Master’s in speech, speech broadcasting, telecommunications, rhetoric, communication, communication studies, speech communication or organizational communication	MA in Communication Studies, California State University, Northridge
McConnell, Brian	Adjunct – History	Master’s in history	MA in History, California State University, Northridge
McHale, Timothy	Adjunct – Anthropology	Master’s in anthropology or archaeology	MS in Evolutionary Anthropology, U.S. Equivalence: International Academic Credential Evaluators, Inc.
Mkrtchyan, Hasmik	Adjunct – Mathematics	Master’s in mathematics or applied mathematics OR Bachelor’s in either of the above AND Master’s in statistics, physics or mathematics education OR the equivalent.	MA Applied Mathematics, Yerevan State University. U.S. Equivalence: World Education Services
Morgan, Jamie	Adjunct – Communication Studies	Master’s in speech, speech broadcasting, telecommunications, rhetoric, communication, communication studies, speech communication or organizational communication	MA in Communication, Eastern Michigan University
Newland, Linda	Adjunct – Mathematics	Master’s in mathematics or applied mathematics OR Bachelor’s in either of the above AND Master’s in statistics, physics or mathematics education OR the equivalent. (#1)	Equivalency Option #1: MA Mathematics Education, California State University, Northridge and 24 semester units at the upper division and graduate level in mathematics, with a minimum of 12 units at the graduate level.
Njuguna, Wanjiru	Adjunct – Geography, Interdisciplinary Studies	Master’s in geography OR Bachelor’s in geography AND	MA Geography, California State University, Long Beach

		Master's in geology, history, meteorology or oceanography OR the equivalent OR see Interdisciplinary Studies	
Njuguna, Wanjiru	Adjunct – Earth Science	Master's in geology, geophysics, earth sciences, meteorology, oceanography or paleontology OR Bachelor's in geology AND Master's in geography, physics, or geochemistry OR the equivalent	MA Geology, California State University, Long Beach
Ng, Benny	Adjunct – Chemistry	Master's in chemistry OR Bachelor's in chemistry or biochemistry AND Master's in biochemistry, chemical engineering, chemical physics, physics, molecular biology or geochemistry OR the equivalent.	PhD in Chemistry, UCLA
Pineda, Salvador	Adjunct – Engineering Technologies	Master's in any field of engineering OR Bachelor's in any of the above AND Master's in mathematics, physics, computer science, chemistry or geology OR the equivalent. <i>(NOTE: A bachelor's in any field of engineering with a professional engineer's license is an alternative qualification for this discipline.</i>	MA Civil and Environmental Engineering, UC Berkley

Pinheiro, Erin	Adjunct – Library	Master’s in library science, library and information science,	MA in Library and Information Science, UCLA Los Angeles
Porlier, Clay	Adjunct – Administration of Justice	Any bachelor’s degree and two (2) years of full-time equivalent professional experience directly related to the faculty member’s teaching assignment or the equivalent; OR- Any associate degree and six (6) years of professional experience directly related to the faculty member’s teaching assignment or the equivalent. (#1,2)	MA Public Administration, California State University, Northridge plus 2 years of experience in law enforcement.
Reed, Adam	Adjunct – Kinesiology/Physical Education	Master’s degree in kinesiology, physical education, exercise science, education with an emphasis in physical education, kinesiology, physiology of exercise or adaptive physical education OR Bachelor’s degree in any of the above AND Master’s degree in any life science, dance, physiology, health education, recreation administration or physical therapy OR the equivalent (#1)	MA Kinesiology, California State University, Northridge
Rains, Christine	Adjunct – Physics/Astronomy	Master’s in physics, astronomy or astrophysics OR Bachelor’s in physics or astronomy AND Master’s in engineering, mathematics, meteorology or	MA Geophysics, California State University Northridge, and BA Physics, Scripps College

		geophysics OR the equivalent.	
Schluter, Rodney	Adjunct – Chemistry	Master's in chemistry OR Bachelor's in chemistry or biochemistry AND Master's in biochemistry, chemical engineering, chemical physics, physics, molecular biology or geochemistry OR the equivalent.	PhD in Chemistry, University of Texas
Sever, Kirk	Adjunct – English	Master's in English, literature, comparative literature, or composition	MA in English, California State University, Northridge
Seymour, Ryan	Adjunct – Industrial Technology, Manufacturing Technology, Welding	Any bachelor's degree and two (2) years of full-time equivalent professional experience directly related to the faculty member's teaching assignment or the equivalent; OR- Any associate degree and six (6) years of professional experience directly related to the faculty member's teaching assignment or the equivalent. (#1,2)	AA Welding Technology, College of the Canyons and two years of experience in Welding Technology
Spurgeon, Joshua	Adjunct - English	Master's in English, literature, comparative literature, or composition	MA in English, California State University, Northridge
Suh, John	Adjunct – Mathematics	Master's in mathematics or applied mathematics OR Bachelor's in either of the above AND Master's in statistics, physics or mathematics	MA Mathematics, California State University Los Angeles

		education OR the equivalent.	
Thomas, Daniel	Adjunct – Biological Sciences	Master's in any biological science OR Bachelor's in any biological science AND Master's in biochemistry, biophysics, or marine science OR the equivalent	MA Biology, Cal State University, Northridge
Trejo, Raquel	Adjunct - Library	Master's in library science, library and information science,	MA in Library and information Science, San Jose State University
Tripoli, David	Adjunct – Kinesiology/Physical Education	Master's degree in kinesiology, physical education, exercise science, education with an emphasis in physical education, kinesiology, physiology of exercise or adaptive physical education OR Bachelor's degree in any of the above AND Master's degree in any life science, dance, physiology, health education, recreation administration or physical therapy OR the equivalent (#1)	MA in Sports Conditioning and Performance, Southern Utah University and BA Kinesiology, Whitworth University (equivalency option #1)
Trousdale, Michael	Adjunct – Economics	Master's in economics	PhD in Agricultural Economics, Texas A&M University
White, Tina	Adjunct – Geography, Interdisciplinary Studies	Master's in geography OR Bachelor's in geography AND Master's in geology, history, meteorology or oceanography OR the equivalent OR see Interdisciplinary Studies	MA in Geography, California State University, Northridge
White, Tina	Adjunct – Earth Science	Master's in geology, geophysics, earth	MA in Geography, California State University, Northridge

		sciences, meteorology, oceanography or paleontology OR Bachelor's in geology AND Master's in geography, physics, or geochemistry OR the equivalent (#1)	and 24 semester units in geology with a minimum of 12 semester units at the graduate level (Equivalency option #1)
Wiley, Bonnie	Adjunct – English	Master's in English, literature, comparative literature, or composition	MA in English, California State University, Northridge
Yankey, Juliana	Adjunct – Mathematics	Master's in mathematics or applied mathematics OR Bachelor's in either of the above AND Master's in statistics, physics or mathematics education OR the equivalent.	MA Mathematics, University of Texas, San Antonio
Zapata, Lorraine	Adjunct – English as a Second Language	Bachelor's degree in teaching English as a second language, or teaching English to speakers of other languages	MA in Teaching of English as a Second Language, California State University, Northridge
Zapata, Lorraine	Noncredit – English as a Second Language	Bachelor's degree in teaching English as a second language, or teaching English to speakers of other languages	MA in Teaching of English as a Second Language, California State University, Northridge

C.2. Proposed Calendar for Senate and Curriculum 2018-2019

Curriculum and Senate Meetings 2018/2019				
		Proposed		
Fall 2018				
Month	Curriculum I	Senate I	Curriculum II	Senate II
<i>August</i>	<i>Senate Retreat</i>	<i>23-Aug</i>	<i>BONH 330 3:00 pm to 5:00 pm</i>	
September	Sep 06	Sep 13	Sep 20	Sep 27
October	Oct. 4	Oct. 11	Oct. 18	Oct. 25
November	Nov. 1	Nov. 8	Nov. 15	Holiday
December	Nov. 29	Dec. 6	Winter break	Winter break
Spring 2019				
Month	Curriculum I	Senate I	Curriculum II	Senate II
February	Feb. 7	Feb 14	Feb 21	Feb 28
March	Mar 07	Mar 14	Mar 21	Mar 28
April	Spring Break	Apr. 11	Apr 18	Apr 25
May	May 02	May 09	May 16	May 23

C.3. Administrative Retreat Rights Updated.

Retreat Rights Tenured Administrators

1-Jul-88	Van Hook, Dianne	Psychology, counseling and Guidance, Education
5-Jan-98	Mahn, Mojdeh	Mathematics
19-Jul-99	Glapa-Grossklag, James	History, Humanities, Education
10-Jan-00	Waldon, Russell	Business Law and Management
8/19/2002	Pescarmona, Dennee	English
8/12/2005	Cheng-Levine, Jia-Yi	English
8/18/2008	Wickline, Paul	Theatre #2, English #2, Education
8/17/2012	McCutcheon, Andy	English
Retreat Right Administrators		
28-Oct-91	Joslin, Mike	Counseling and Guidance, Journalism(E1)
5-May-97	Wilding, Mike	Anthropology, Education
22-Nov-99	Gribbons, Barry	Education, Psychology(E1)
26-Nov-01	Michaelides, Anthony	Psychology, Counseling(E1)
8/11/2004	Fiero, Diane	Psychology(E1) Sociology(E1)
1-Oct-07	Theule, Ryan	History
1-Apr-08	Wood, Murray	Counseling
12-Aug-10	Torres, Omar	Chemistry
8/8/2011	Dominguez, Carmen	Music/Theatre(E3)
8/12/2010	Makevich, John	Atmospheric Sciences, Earth Science
8/1/2013	Buckley, Jerry	Biology, Education
12/9/2013	Schallert, Lawrence	Psychology, Counseling, Philosophy (E1)
8/21/2015	Young, Micah	Doctor of Medicine, Biology
8/18/2015	Weston, Brian	Computer Applications & Web Technologies (CAWT), Computer Networking
8/31/2015	McFarland, Ronald	Comp. Science #1, Comp. Applications & Web Technologies (CAWT), Computer Networking Business, Education, Interdisciplinary Studies
4/13/2014	Manual, Mary	Nursing, Nursing Science, Health, Health Services Director/Coordinator/College Nurse Health & Safety
2/12/2015	Bogna, Gina	Management
8/18/2014	Goodman, Jeremy	Mathematics
7/25/2016	Forrest, Jeffrey	Management
8/23/2016	Amy Foote	Biological Sciences

HUMAN RESOURCES OFFICE

Date: January 5, 2018

To: Rebecca Eikey
President, Academic Senate

From: Linda Clark
Senior Human Resources Generalist (Faculty)

CC: Rian Medlin, Director, Human Resources
Marilyn Jimenez, Administrative Assistant to the Academic Senate

Subject: Discipline Assignment for Gary Quire

Name: Gary Quire

Position: Business Instructor

Discipline Assignment: Business

The minimum qualifications for Business are the following:

- Possession of a California Community College Instructor Credential in Business; or
- ✓ Master's in business, business management, business administration, accountancy, finance, marketing or business education; or
- Bachelor's in any of the above AND Master's in economics, personnel management, public administration, or JD or LL.B. degree; or
- Bachelor's in economics with a business emphasis AND Master's in personnel management, public administration, or JD or LL.B. degree.

Gary Quire meets the minimum qualifications with:

- Master's degree in Business Administration (MBA), University of Redlands
-

Discipline Assignment: Hotel and Restaurant Management

The minimum qualifications for Hotel and Restaurant Management are the following:

- Possession of an unexpired California Community College Instructor Credential in Hotel and Restaurant Management or
- ✓ Any bachelor's degree and two (2) years of full-time equivalent professional experience directly related to the faculty member's teaching assignment or the equivalent; or

D. Discussion Items

D.1. Emeriti Scholarship Requirements

Background: Emeriti Scholarship was established by the Academic Senate in honor of its founding faculty member retirees and provides a scholarship to a student who is related to College of the Canyons faculty or staff.

Currently, there is a requirement of “US Citizen” criteria for this scholarship. Should this requirement remain?

The current balance of the Emeriti Scholarship is \$3,968.10 and has been raised with the support of COCFA and the Interdisciplinary Committee.

This year, the Foundation will implement a change to the way scholarship funds are dispersed to students. Under the current process, students use their own funds for educational expenses and turn in receipts for reimbursement from their scholarship award. The Foundation has been working with Financial Aid to make it easier for students to access their scholarship and plan to present students with a check at the time they are awarded the scholarship in May. Receiving the scholarship award up front will allow students to use the funds for summer classes and for necessary educational supplies.

The Scholarship Donor Reception is planned for Thursday, May 17, 2018.

D.2. Peer Review Process for Program Review

ACADEMIC PROGRAM REVIEW COMMITTEE

Q&A for the Academic Program Review Peer Review Process

1. Who will the peers be?
 - a. Peers that participate in the Program Review peer review process should be trained faculty volunteers. This group may include department chairs, former department chairs, and members of the Program Review Committee, and others who may be interested. There would be an effort to match CTE programs with CTE faculty peers, especially in years that the CTE addendum is due. At least one peer should be from outside of the department's division or discipline-area to provide more of a campus-wide perspective.
2. How many program reviews would each person be responsible for?
 - a. Each committee member would be responsible for at least two peer reviews per year
3. How often will the peer review process take place?
 - a. All of the programs would be split over three years so that only 1/3 of the programs are being peer reviewed in any one year. A random draw at the start of each three year cycle will determine which programs are reviewed for each year of the cycle.
4. How will the peer reviewers be compensated?
 - a. FLEX (2-3 hours per peer review), to be institutionalized as preapproved professional development
5. Would one person read an entire program review for a department or would there be "teams" that each specialize in a different section? SLO section? CTE addendum? Data table?
 - a. One person would peer review the whole program review to get the whole picture and would not be split up in sections to accommodate the reviewer's expertise. However the peer review of a CTE program review should be assigned to another CTE faculty.
6. When in the program review process will peers be involved?
 - a. The peer review process should occur before the submission of the program review to Level 2. The peer review process should be completed by the end of November.
7. Would the process be different for single-person departments than it is for large departments?
 - a. No difference unless the department does multiple program reviews. In that instance perhaps each program review would be looked at separately.
8. Will the feedback from peers be formative or summative? Is the role of the peer review process to help or to evaluate?
 - a. Will provide formative feedback
 - b. Role of the peer review is to help and improve
9. Will there be written comments? Is there a rubric to help guide written peer review feedback and comments? Are Deans or other admin involved in the peer review process?

- a. A checklist/rubric and overall summary report will be used to document the peer review process and provide feedback.
 - b. These comments and written feedback should be provided before submission of the program review to level two.
 - c. These written comments would stay with the author of the program review and will not be forwarded to higher levels during the program review cycle. Peer Review is restricted to level one users.
- 10. What is the role of the peer validation process for budget requests? Will peers provide feedback regarding justifications and evidence for budget requests? Will peers provide any recommendations?
 - a. Peer reviewers should provide feedback on budget requests. They should look at if requests are tied to the program's goals, student learning outcomes, facilities/available space, or are pie in the sky.
- 11. What happens if a peer reviewer finds that there is not enough information provided in a Program Review? Is it sent back?
 - a. Comments would be provided in a checklist that corresponds to each section of the program review. The checklist will note per section if there is adequate/inadequate information provided or go into more detail in a comment box. The program/department chair can then make changes based on these comments if they wish before submitting the program review to level 2.
- 12. Are peer review comments/feedback forwarded along with the program review to level 2 and 3?
 - a. No, but the completed peer review checklists should be centrally stored for accreditation purposes
- 13. Who makes the final decision as to whether a Program Review is acceptable?
 - a. The department chair/program chair always makes that final decision. It is not the role of the peer review process to say something is unacceptable or prevent a program review from being submitted. The peer review process provides feedback and recommendation only.
- 14. At what point do Program Reviews become visible to the rest of campus? How? Are they posted online?
 - a. As per current practice program reviews will be available to the whole campus after level three of program review has been completed
 - b. Completed program review will be posted on the program review website.
- 15. What is the training process for program review? Who? What format?
 - a. Co-Chairs of the committee and volunteers from the committee would lead flex training sessions on best practices in completing program, process, budget/enrollment data terminology, and the latest changes to the program review module.
 - b. Training will be done on a roadshow to school or department chair meetings
- 16. What is the training process for peer reviewers?
 - a. Committee will train as a whole by piloting the peer review process on select programs and to establish common standards



Academic Program Review Peer Review Checklist/Rubric (Year 1)

Name of Faculty Peer Reviewer: _____

Program:	Department Chair:	Dean:	Date:

Program Review Element	Element Included Yes/No	Revisit Element Yes/No	Comments
GENERAL			
Program Mission Statement: Is included and describes program in question clearly and all populations served by program are represented			
Alignment: Description provided of how the program aligns with the College's mission			
Program Goals: Are included and appear sufficient			
Program Description: Titles and description match program outline in eLumen			
Program Student Learning Outcome: PSLO's included and measurable for each program			
STUDENT LEARNING OUTCOMES			
SLO Reflection: Response to SLO prompt included and match adopted SLOs in eLumen and demonstrates thoughtful reflection on SLO results and impact on program			

Program Review Element	Element Included Yes/No	Revisit Element Yes/No	Comments																		
INTERNAL FACTORS																					
Data Sources: Descriptions and sources provided for outside data (if used)																					
Program/Department Changes: Noted and impact on program discussed																					
Data Trends: Department trends (growth/decline in students, instructional load, student achievement/success are discussed and compared to the whole college)																					
Use of Data: Evidence provided of how the department/program is using and incorporating results (data) from assessments in decision making and to improve program quality or meet internal/external demands																					
Enrollment Management Analysis: The following data trends are discussed to evaluate programs enrollment data and class scheduling (times of days and offering cycle):																					
<table border="1"> <thead> <tr> <th>Enrollment Data Element:</th> <th>Included Y/N</th> </tr> </thead> <tbody> <tr><td>- Class size</td><td></td></tr> <tr><td>- Section count</td><td></td></tr> <tr><td>- Head Count</td><td></td></tr> <tr><td>- FTES</td><td></td></tr> <tr><td>- Program Awards</td><td></td></tr> <tr><td>- Retention</td><td></td></tr> <tr><td>- Success</td><td></td></tr> <tr><td>- Majors and Transfers</td><td></td></tr> </tbody> </table>	Enrollment Data Element:	Included Y/N	- Class size		- Section count		- Head Count		- FTES		- Program Awards		- Retention		- Success		- Majors and Transfers				
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- Section count																					
- Head Count																					
- FTES																					
- Program Awards																					
- Retention																					
- Success																					
- Majors and Transfers																					
Facility Needs: Facility needs are identified and connected to enrollment trends, SLO's, curricular changes, and Educational and Facilities Master Plan for the following sites:																					
<table border="1"> <thead> <tr> <th>Instructional Site:</th> <th>Included Y/N</th> </tr> </thead> <tbody> <tr><td>- Valencia Campus</td><td></td></tr> </tbody> </table>	Instructional Site:	Included Y/N	- Valencia Campus																		
Instructional Site:	Included Y/N																				
- Valencia Campus																					

Program Review Element		Element Included Yes/No	Revisit Element Yes/No	Comments
- Canyon Country Campus				
- Other Instructional Sites				
Support Staff and Faculty Position Requests: Requests are supported by reasons, data, program objectives, and other evidence. (See Academic and Classified Staffing Forms)				
Equipment Replacement and Scheduled Maintenance: Needs identified and are on Chancellor office equipment replacement list				
Connections to Other Programs: Joint initiatives and connections with other programs noted/checked off				
Technology: Needs identified for curriculum delivery including hardware and software				
EXTERNAL FACTORS				
Economic Trends: Are identified and discussed				
Similar nearby programs: Are described				
Regulations: Externally imposed regulations identified and implications discussed				
Relationships: External relationships/partners identified and implications discussed				
STRENGTHS / CHALLENGES / OBJECTIVES				
Strengths: Departmental strengths identified and explained				
Challenges: Departmental challenges and possible solutions identified				
Objectives: Previous objectives are reviewed and statuses updated				
Objectives: are S.M.A.R.T. (Specific, Measureable, Achievable, Relevant, Time-bound)				

Program Review Element		Element Included Yes/No	Revisit Element Yes/No	Comments
Objectives: Objectives included that directly relate to results of SLO assessment				
Accomplishments: Additional accomplishments included (optional)				
BUDGET MODULE				
Budget Request Connections: Relationship between objectives and budget requests is clear in budget module				
Budget Request Rationale: Comments in budget module clearly articulate a brief rationale (why) for request AND the details (what) of request				
CTE ADDENDUM (If Applicable)				
CTE Addendum: Complete with all six questions adequately addressed				
CTE Prompt:	Check Box:			
- Labor Market Data				
- Data Sources				
- Similar Programs				
- Placement Rate				
- Advisory Committee				
- Perkins Forms				
OTHER				
Faculty Participation: Full time and adjunct faculty consulted in program planning and review listed and include more than just the department chair.				
Consultation Process: Discussed and supporting documents uploaded.				

Peer Review Summary Report:

1. What are the strengths of this program review? What did you like
2. What areas of this program review could be improved? Any recommendations?

D.3. Prioritization of Full-Time Faculty hires

New Geography Position Timeline Narrative

November/December 2015: Academic Staffing committee heard presentations and a Geology position was ranked in the Urgent Category and a Geography position ranked in the strongly recommended category.

January 25th, 2016: Jason Burgdorfer was hired on the board of trustee's agenda as Geology/Geography Instructor

February 19th, 2016: Memo from Dianne Van Hook states her intention to hire all the positions urgently and strongly recommended by the Academic Staffing Committee (28 Positions in total to hire for the fall 2016, spring 2017 and fall 2017). This document states that the Geology position is "in place" with Jason Burgdorfer's hire and that the Geography position is to be hired for a fall 2017 start date.

February 24th, 2016: The Board of Trustees authorizes the hiring of the 28 positions including the Geography position for a fall 2017 start date:

Spring 2016 to summer 2017: Twenty seven new faculty positions are hired with the only one not hired being Geography. At the time when the other new faculty positions were being hired for a fall 2017 start date in Spring 2017 the ESES department was never contacted about advertising this position. When the ESES department reached out to see what was going on the ESES department was told the Geography position was put on hold pending funding concerns.

Fall 2017: When inquiring about why the Geography position was still not hired, funding was brought up again as an issue.

September 13, 2017: The Board of Trustees passes a balanced budget including funding for hiring the Geography position.

January/February 2018: The Geography position is still not in the hiring process and the Chancellor requested the Academic Staffing committee to re-rank the board approved and funded Geography position amongst the academic staffing recommendation list sent to chancellor in December 2017.

Replacement Theater and English Positions

Fall of 2016: Paul Wickline (Theater Faculty) and Andy McCutcheon (English Faculty) were hired as the interim Deans of the School of Social and Behavior Sciences and the School of Humanities respectively.

March 15, 2017: The academic staffing committee recommends the replacement of Paul Wickline's Theater position

March 29, 2017: The academic staffing committee recommends the replacement of Andy McCutcheon English position

June 14, 2017: The Board of Trustees authorizes the replacement of the Theater and English positions.

January/February 2018: The English and theater positions are still not in the hiring process for replacements and the Chancellor requested the Academic Staffing committee to re-rank these two replacement positions amongst the academic staffing recommendation list sent to Chancellor in December 2017.

TO: Dr. Dianne Van Hook, Chancellor
Dr. Rebecca Eikey, President, Academic Senate

FROM: Peter Hepburn, Dr. Jerry Buckley, Co-Chairs, Academic Staffing

CC: Academic Staffing Committee Members

RE: Academic Staffing Committee recommendations

Attached are the recommendations of the Academic Staffing Committee for New Full-Time Faculty positions. Following from the change to procedure in 2014, the Academic Staffing Committee used a revised voting matrix to rank positions presented in Fall 2015 within *Need Categories* (i.e. Urgent, Strongly Recommended, Recommended). In the past, positions were not ranked within Need Categories, but alphabetized under each *Need Category*. Positions presented in Fall 2014 and Fall 2013 have been integrated into the rankings such that the rankings are for all positions regardless of when they came before the committee.



























In making these recommendations, the committee sought the input of department chairs, deans, and related district offices. We examined the individual proposal merits, as well as how closely the requests aligned with the overall goals and mission of the District. Attached to this email are copies of all planning documents and presentation handouts the committee referenced during this process.


The committee shared with the District community that this recent set of proposals was limited to NEW positions, as the committee reviews and maintains a list of VACANT positions through a separate process. Recommendations for NEW positions "sunset", and are removed from the recommendations list AFTER three years, if not moved to the Board for Authorization to Hire. Departments with positions placed on the list from Spring 2013 were invited to return to the ASC to make another presentation. As per our committee procedures, we will conduct a Call for New Faculty Positions every fall semester.

Attached are the one-page executive summaries from the presenting departments.

We look forward to further discussion regarding the Academic Staffing Committee's prioritized recommendations of New Faculty Positions. Please let us know if you have any questions or concerns.

Thank you,
Peter

ASC Fall 2015 - positions in order of ranking			
Urgent			
Position Title	Years on list	Year of last review	Position needs to revisit ASC
Nursing - Medical Surgical I 	4	15FA	18FA
Mathematics - Generalist I 	1	15FA	18FA
Construction Management and Construction Technology 	1	15FA	18FA
Paralegal Studies 	2	14FA	17FA
Geology 	3	15FA	18FA
English I 	5	15FA	18FA
Biology - Anatomy and Physiology 	4	15FA	18FA
Theatre - Technical Theatre 	5	15FA	18FA
Computer Networking 	1	15FA	18FA
Strongly recommended			
Position Title	Years on list	Year of last review	Position needs to revisit ASC
ECE - CCC 	2	15FA	18FA
Chemistry I 	1	15FA	18FA
Philosophy 	4	15FA	18FA
Women's Soccer Coach/KPE 	3	15FA	18FA
Mathematics - Stats 	1	15FA	18FA
Sociology - Generalist (CCC) 	4	15FA	18FA
Business/Accounting 	2	14FA	17FA
Psychology - Stats/methods 	1	15FA	18FA
Geography 	1	15FA	18FA
Cinema/Film Studies 	2	14FA	17FA
Sociology -Research Methods/Stats	4	15FA	18FA
Music - Instrumental 	2	14FA	17FA
Modern Languages - Spanish 	2	14FA	17FA
Communications - Forensics (updated from Theory/Generalist) 	2	15FA	18FA
Culinary Arts - Catering 	4	14FA	17FA
Chemistry II 	2	14FA	17FA
Career Counselor 	1	15FA	18FA
English II 	3	15FA	18FA
Recommended			
Position Title	Years on list	Year of last review	Position needs to revisit ASC

Computer Applications and Web Technologies (CIT)	2	15FA	18FA
Nursing - Medical Surgical/Psychiatric I	1	15FA	18FA
Astronomy	1	15FA	18FA
Mathematics - Generalist II	1	15FA	18FA
Political Science 	4	15FA	18FA
Nursing - Medical Surgical II	1	15FA	18FA
Psychology - Generalist	1	15FA	18FA
Theatre - Generalist	1	15FA	18FA
Biology - Cell, Molecular, and Microbiology	4	15FA	18FA
English III	3	13FA	16FA
English IV	3	13FA	16FA
Presented, not recommended			
<i>Position Title</i>	<i>Years on list</i>	<i>Year of last review</i>	<i>Position needs to revisit ASC</i>
Mathematics - Generalist III	n/a	15FA	18FA
Nursing - Medical Surgical/Psychiatric II	n/a	15FA	18FA
Mathematics - Generalist IV	n/a	15FA	18FA
Mathematics - Generalist V	n/a	15FA	18FA



Agenda Item Details

Meeting	Jan 25, 2016 - Santa Clarita Community College District - Board of Trustees
Category	4. CONSENT CALENDAR
Subject	4.15 HR - Personnel Schedule - Academic, Classified and Management Personnel
Type	ACTION/CONSENT
Recommended Action	Move approval of Personnel Schedule - Academic, Classified and Management Personnel.

From time to time, names may be submitted to the board for items listed on this agenda. This may also include guest lecturers, part-time faculty, supplementary services payments, temporary hourly workers, and volunteers. The Board has authorized the District to submit these names at the time of the meeting. If additional names are submitted, they will appear here on the day of the Board meeting as an attachment titled "Additional Information."

A. ACADEMIC PERSONNEL

Authorization to Employ

Counselor (EOPS/CARE)(60%), this is a new categorically funded position. **(Position # pending)**

Geography/Geology Instructor, this is a new position. **(Position # pending)**

Employment - Regular

Jason Burgdorfer, Geography/Geology Instructor, effective February 1, 2016, salary pending. **(Position # pending)**

Employment, Temporary Hourly as Needed

These instructors are being hired for the Winter and Spring 2016 session. Other individuals have been approved for this semester on prior agendas while other adjunct and noncredit faculty will be presented as the need arises. In addition, this list may include individuals who are regular (full-time) members of the College of the Canyons staff.

See attachment for Academic Part-Time faculty. Attachment also includes approval for payment of supplementary services in addition to regular services for part-time faculty.

Employment, Temporary for Public Safety Training

As part of the District's contract agreement to offer training courses affiliated with public agencies, Instructional Service Agreement (ISA) instructor agreements must be approved. The ISA instructors will be at-will and uncompensated temporary academic employees of the District. The ISA instructor's responsibilities and duties as an employee of the District are outlined in the ISA Instructor Agreement to ensure all academic instruction and activities associated with the instruction meet the same rigor as other district academic employees.

See attachment for Instructors being presented at this time.



Chancellor's Office

Dr. Dianne G. Van Hook

TO: Dr. Jerry Buckley, Academic Staffing Committee Co-Chair
Mr. Peter Hepburn, Academic Staffing Committee Co-Chair

Cc: Dr. Rebecca Eikey, Academic Senate President

FROM: Dr. Dianne Van Hook, Chancellor

RE: Response to Academic Staffing Recommendations for 2016-17

Date: February 19, 2016

Thank you for submitting the Academic Staffing Committee's recommendations to me and for making the time to discuss these with me so that I could better understand the information I need to build the understanding and context to complete my review. The additional information you provided to me was very helpful and I appreciate your extra efforts.

Concurrent with reviewing your recommendations, a secondary focus of mine was to build a context by gathering relevant information, looking at our strategic goals, anticipating what our college can do to maximize revenues available to us, strategizing on how to build our programs in accordance with State initiatives and mandates, and reviewing what our students expect and need from us in order to pursue and complete their educations and training in a timely way.

As you know, the **2016-17 Budget Proposal** as proposed by the Governor in January **does not include** a specific allocation (dollars) to hire full-time faculty, nor does it include any base revenue increases. However, it does include \$200 million for the implementation of the *Doing What Matters* initiative.

To that end, from the bigger picture, taking everything into account, my recommendation is to **add more new full-time faculty** for the 2016-17 academic year than required by the FON (N=13).

How are we going to do that?

I have spent the last month in conversations and meetings with the Vice Chancellor who oversees the *Doing What Matters* initiative in order to ascertain **when** the colleges will actually see and be able to spend our share of the *Doing What Matters* revenues to advance the purposes of *Doing What Matters*. Having received clarification to answers to my questions on Wednesday evening, I am now able to share my staffing recommendations with you.

SANTA CLARITA COMMUNITY COLLEGE DISTRICT
College of the Canyons

My recommendations accomplish the following:

- Fund all of the Academic Staffing Committee's "Urgent" and "Strongly Recommended" positions as forwarded to me and one "recommended" position.
- Leverage our ability to hire more than those needed to meet the 2016 FON by using multiple revenue sources.
- Obtain authorization for positions to be hired for the Fall 2016, Spring 2017, and Fall 2017. (See attached list).
- Build on the foundation that is established through strong curriculum and program planning.
- Provide planning time for select departments to anticipate and prepare curriculum and partnerships needed to bring a new faculty member on board so access is expanded.
- Position us to continue to progress into the future!

Relative to the future, please note that if we receive funding for FTES over cap in the 2015 year, our FON will further increase for the Fall of 2017. I fully expect that to be the case. If that is the case, the *Academic Staffing Committee* will be asked to recommend additional positions.

So what's next?

- If the ASC would like to meet with me to discuss my recommendations, I am happy to do so prior to the Board meeting. I will make myself available at your convenience.
- Included in the Personnel Schedule for the February 24th Board Meeting, is an item identifying how many Full-time Faculty I am recommending to be hired for each term (Fall 2016, Spring 2017, and Fall 2017).
- At the meeting, I intend to provide the specific disciplines as "add info" at the Board meeting itself. Out of protocol, this was not done on the agenda item itself as it is Friday and I know members of the Academic Staffing Committee may not receive my communication until Monday.

In closing, I thank you for your leadership and the time all committee members contribute to this important function at College of the Canyons. If you have any questions or would like to meet with me prior to the Board meeting on Wednesday, please contact me at any time on my cell 661 481-1992.

SANTA CLARITA COMMUNITY COLLEGE DISTRICT
College of the Canyons

New Positions to be Hired

In Place

Geology
Music - Instrumental

Fall 2016

Biology - Anatomy and Physiology
Mathematics - Generalist I
Nursing - Medical Surgical I
Theatre - Technical Theatre
Computer Networking
Chemistry I
Communications - Forensics (updated from Theory/Generalist)
Mathematics Statistics
Modern Languages - Spanish
Women's Soccer Coach/KPE
Construction - Management and Construction Technology

Spring 2017

English I
Cinema/Film Studies
Culinary Arts - Catering
ECE - CCC
Business/Accounting
Paralegal Studies
Sociology (focus to be determined)
Political Science

Fall 2017

Career Counselor
Chemistry
English II
Geography
Philosophy
Psychology - Stats/methods
Sociology - Research Methods/Stats

NOTE: If any of the Fall 2016 positions do not move forward, based on department input, English and then Cinema will move up to Fall 2016.

A. ACADEMIC PERSONNEL

Authorization to Employ (Full Time Faculty)

The following list of positions is being submitted for authorization. The semesters for hiring the positions are listed as “projected” (may move to an earlier or later semester) pending availability of funding in the State budget specifically designated for hiring full-time faculty, as well as new Doing What Matters funding that may be used to hire new CTE faculty.

Projected Hiring for Fall Semester 2016:

Biology (Anatomy and Physiology) Instructor

Chemistry Instructor

Communication Studies (Forensics) Instructor

Computer Networking Instructor

Construction (Management and Construction Technology) Instructor

Kinesiology/Physical Education Instructor-Head Coach, Women’s Soccer

Mathematics Instructor (Generalist)

Mathematics (Statistics) Instructor

Modern Languages (Spanish) Instructor

Nursing (Medical Surgical) Instructor

Technical Theatre Instructor

Projected Hiring for Spring Semester 2017:

Business/Accounting Instructor

Cinema/Film Studies Instructor

Culinary Arts (Catering) Instructor

Early Childhood Education (Canyon Country Campus) Instructor

English Instructor

Paralegal Studies Instructor

Political Science Instructor

Sociology Instructor

Projected Hiring for Fall Semester 2017:

Career Counselor

Chemistry Instructor

English Instructor

Geography Instructor

Philosophy Instructor

Psychology (Stats/Methods) Instructor

Sociology (Research Methods/Stats) Instructor

ACADEMIC PERSONNEL – PART TIME FACULTY

Employment, Temporary Hourly as Needed

These instructors are being hired for the spring 2016 semester. Other individuals have been approved for this semester on prior agendas while other adjunct faculty will be presented as the need arises. In addition, this list may include individuals who are regular (full- time) members of the College of the Canyons Staff:

Adjuncts: Adjunct Instructors: Spring 2016 (02/08/16 – 06/02/16)

Name	Position Title
Cracuin, Gheorghe	Adjunct – Mathematics Instructor
Faulkner, Carey	Adjunct – Nursing (Clinical) Instructor

Other

Approval for Payment of Supplementary Services in Addition to Regular Services for Part-time Faculty:

Grant/Categorical funded payments:

Name	Date (s)	Service(s) Performed	Amount
Albert, John	02/05/16	Student Success Symposium	\$100.11
Alvardo, Thea	02/05/16	Student Success Symposium	\$100.32
Antwi, Evita	02/05/16	Student Success Symposium	\$100.36
Carder, Lloyd	02/05/16	Student Success Symposium	\$100.36



Agenda Item Details

Meeting	Feb 24, 2016 - Santa Clarita Community College District - Board of Trustees ~ JOINT MEETING with the ASSOCIATED STUDENT GOVERNMENT (ASG)
Category	5. CONSENT CALENDAR
Subject	5.9 HR – Personnel Schedule – Academic, Classified and Management Personnel
Type	ACTION/CONSENT
Recommended Action	Move approval of Personnel Schedule – Academic, Classified and Management Personnel.

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A. ACADEMIC PERSONNEL

Authorization to Employ

Counselor (Financial Aid), this is currently an interim 60% categorically funded part-time position which is becoming a permanent full-time position. **(Position # 646000-AC01)**

Music Instructor (68.3%), this is a new position, funded by the District. **(Position # pending)**

Employment – Regular

William MacPherson, Music Instructor (68.3%), effective February 8, 2016, salary pending. **(Position # pending)**

Authorization to Employ (Full-Time)

- 11 Full-time Faculty to start Fall Semester 2016
- 8 Full-time Faculty to start Spring Semester 2017
- 7 Full-time Faculty to start Fall Semester 2017

NOTE: The specific disciplines and additional information on each of the above positions will be provided to the Board in the document entitled "Additional Information", which will be attached online with this item and distributed at the Board meeting.

Employment, Temporary Hourly as Needed

These instructors are being hired for the Spring 2016 session. Other individuals have been approved for this semester on prior agendas while other adjunct and noncredit faculty will be presented as the need arises. In addition, this list may include individuals who are regular (full-time) members of the College of the Canyons staff.

There is no attachment for Academic Part-Time faculty being presented at this time.



Agenda Item Details

Meeting	Jun 14, 2017 - Santa Clarita Community College District - Board of Trustees ~ Business Meeting & Tentative Budget Workshop
Category	4. CONSENT CALENDAR
Subject	4.36 HR – Personnel Schedule – Academic, Classified and Management Personnel
Type	ACTION/CONSENT
Recommended Action	Move approval of HR – Personnel Schedule – Academic, Classified and Management Personnel.

From time to time, names may be submitted to the board for items listed on this agenda. This may also include guest lecturers, part-time faculty, supplementary services payments, temporary hourly workers, and volunteers. The Board has authorized the District to submit these names at the time of the meeting. If additional names are submitted, they will appear here on the day of the Board meeting as an attachment titled "Additional Information."

A. ACADEMIC PERSONNEL

Employment – Regular

Nadia Monosov, Psychology Instructor. This is a new position. Effective August 11, 2017 and salary pending. **(Position # 200100-AC07)** - *Academic Affairs*

Ali Naddafpour, Business/Accounting Instructor. This is a new position. Effective August 11, 2017 and salary pending. **(Position # 050100-AC04)** - *Academic Affairs*

Heaven Warner, Business/Accounting Instructor. This replacement position was formerly titled Accounting Instructor. Effective August 11, 2017 and salary pending. **(Position # 050100-AC01)** - *Academic Affairs*

Authorization to Employ (Full-Time)

Biological Sciences Instructor. This is a replacement position for Mr. Don Takeda who is retiring. **(Position # 040100-AC06)** - *Academic Affairs*

Business Instructor. This is a replacement position for Mr. Stan Wright who is retiring. **(Position # 493300-AC01)** - *Academic Affairs*

English Instructor. This is a replacement position for Mr. Andy McCutcheon. **(Position # 150100-AC19)** - *Academic Affairs*

Theatre Instructor. This is a replacement position for Mr. Paul Wickline. **(Position # 100700-AC03)** - *Academic Affairs*

Employment, Temporary Hourly as Needed

These instructors are being hired for the Summer 2017 session. Other individuals have been approved for this semester on prior agendas while other adjunct and noncredit faculty will be presented as the need arises. In addition, this list may include individuals who are regular (full-time) members of the College of the Canyons staff.

**Santa Clartia Community College District
2017/18 Adopted Budget**

GL Account	Actuals 2014/15	Actuals 2015/16	Actuals 2016/17	Tentative Budget 2017/18	Adopted Budget 2017/18
11-53630-00-191100-2000 W/C OTHER CERTIFICATED EMPL	\$ -	\$ 10.88	\$ -	\$ -	\$ -
11-53811-00-191100-2000 ALT RETIRE PLAN -INSTRUCTIO	\$ 122.73	\$ 368.72	\$ 813.35	\$ -	\$ -
Total for ACTIVITY 191100(ASTRONOMY)	\$ 108,588.41	\$ 119,169.94	\$ 162,835.96	\$ 20,388	\$ 20,388
11-51110-00-191400-2000 FT INSTRUCTIONAL SALARIES	\$ 41,193.60	\$ 73,420.01	\$ 103,945.20	\$ 130,070	\$ 94,111
11-51290-00-191400-2000 DEPT. CHAIR REASSIGN TIME	\$ -	\$ -	\$ 19,634.40	\$ 78,902	\$ 39,451
11-51310-00-191400-2000 ADJUNCT SUMMER SCHOOL	\$ 7,353.60	\$ 9,197.67	\$ 13,775.05	\$ -	\$ -
11-51315-00-191400-2000 FT SUMMER SCHOOL	\$ 14,350.13	\$ 18,942.17	\$ 12,312.68	\$ -	\$ -
11-51317-00-191400-2000 ADMIN SUMMER INSTRUCTION	\$ 1,378.02	\$ 41.82	\$ -	\$ -	\$ -
11-51320-00-191400-2000 ADJUNCT FALL & SPRING	\$ 64,208.62	\$ 84,559.06	\$ 75,312.02	\$ -	\$ -
11-51325-00-191400-2000 FT OVERLOAD FALL & SPRING	\$ 17,219.83	\$ 13,776.12	\$ 12,657.46	\$ -	\$ -
11-51327-00-191400-2000 ADMIN FALL/SPRING INSTRUCTI	\$ 1,148.35	\$ -	\$ -	\$ -	\$ -
11-51330-00-191400-2000 ADJUNCT SUBSTITUTE	\$ -	\$ -	\$ 1,356.30	\$ -	\$ -
11-51335-00-191400-2000 FT SUBSTITUTE	\$ -	\$ -	\$ 496.37	\$ -	\$ -
11-51340-00-191400-2000 ADJUNCT WINTER INTERCESSION	\$ 5,882.85	\$ 7,414.88	\$ 6,363.79	\$ -	\$ -
11-51345-00-191400-2000 FT WINTER INTERCESSION	\$ 10,332.09	\$ 17,220.15	\$ 18,082.05	\$ -	\$ -
11-51395-00-191400-2000 FT FACULTY SUPPL SERV, INST	\$ 2,000.24	\$ 2,000.24	\$ 6,000.98	\$ -	\$ -
11-51497-00-191400-2000 DEPARTMENT CHAIR COMPENSATI	\$ 11,480.11	\$ 11,480.08	\$ 21,698.48	\$ -	\$ -
11-52210-00-191400-2000 CLASS INSTRUCTIONAL AIDES	\$ -	\$ 7,406.14	\$ 24,668.48	\$ 26,043	\$ 26,043
11-52410-00-191400-2000 COLLEGE ASSISTANTS INSTRUCT	\$ 10,680.00	\$ 14,973.50	\$ 15,984.00	\$ 2,250	\$ 2,250
11-52420-00-191400-2000 SHORT TERM EMPLOYEES-INSTR	\$ 25,280.63	\$ 11,448.75	\$ -	\$ 14,179	\$ 14,179
11-53111-00-191400-2000 STRS INSTRUCTORS	\$ 12,602.04	\$ 19,143.94	\$ 25,833.43	\$ -	\$ -
11-53112-00-191400-2000 STRS INSTRUCTIONAL AIDES	\$ -	\$ 32.90	\$ -	\$ -	\$ -
11-53130-00-191400-2000 STRS OTHER CERTIFICATED	\$ 1,019.45	\$ 1,231.84	\$ 5,199.69	\$ -	\$ -
11-53311-00-191400-2000 OASDHI INSTRUCTORS	\$ -	\$ 304.82	\$ 76.24	\$ -	\$ -
11-53312-00-191400-2000 OASDHI INSTRUCTIONAL AIDES	\$ 1,567.41	\$ 1,149.01	\$ 1,529.44	\$ -	\$ -
11-53351-00-191400-2000 MEDICARE INSTRUCTORS	\$ 2,393.53	\$ 3,277.27	\$ 3,618.79	\$ -	\$ -
11-53352-00-191400-2000 MEDICARE INSTRUCTIONAL AIDE	\$ 366.55	\$ 273.40	\$ 357.71	\$ -	\$ -
11-53370-00-191400-2000 MEDICARE OTHER CERTIFICATED	\$ 166.47	\$ 166.48	\$ 599.32	\$ -	\$ -
11-53411-00-191400-2000 H/W INSTRUCTORS	\$ 7,326.75	\$ 9,873.82	\$ 15,707.39	\$ -	\$ -
11-53430-00-191400-2000 H/W OTHER CERTIFICATED EMPL	\$ -	\$ -	\$ 4,269.89	\$ -	\$ -
11-53511-00-191400-2000 SUI INSTRUCTORS	\$ 81.67	\$ 113.05	\$ 124.80	\$ -	\$ -
11-53512-00-191400-2000 SUI INSTRUCTIONAL AIDES	\$ 12.66	\$ 9.45	\$ 12.35	\$ -	\$ -
11-53531-00-191400-2000 SUI OTHER CERTIFICATED	\$ 5.74	\$ 5.76	\$ 20.69	\$ -	\$ -

**Santa Clartia Community College District
2017/18 Adopted Budget**

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GL Account	Actuals 2014/15	Actuals 2015/16	Actuals 2016/17	Tentative Budget 2017/18	Adopted Budget 2017/18
11-53611-00-191400-2000 W/C INSTRUCTORS	\$ 3,415.20	\$ 4,923.58	\$ 5,391.41	\$ -	\$ -
11-53612-00-191400-2000 W/C INSTRUCTIONAL AIDES	\$ 744.02	\$ 735.12	\$ 875.64	\$ -	\$ -
11-53630-00-191400-2000 W/C OTHER CERTIFICATED EMPL	\$ 237.53	\$ 249.44	\$ 890.31	\$ -	\$ -
11-53811-00-191400-2000 ALT RETIRE PLAN -INSTRUCTIO	\$ 924.30	\$ 1,716.75	\$ 1,739.47	\$ -	\$ -
11-64310-00-191400-2000 INSTRUCTIONAL SUPPLIES	\$ 2,990.96	\$ -	\$ -	\$ -	\$ -
11-65210-00-191400-2000 MILEAGE	\$ -	\$ -	\$ 59.27	\$ -	\$ -
11-65250-00-191400-2000 FIELD TRIPS	\$ -	\$ 938.02	\$ -	\$ -	\$ -
11-65650-00-191400-2000 EQUIPMENT MAINTENANCE/REPAI	\$ -	\$ -	\$ 125.00	\$ -	\$ -
Total for ACTIVITY 191400(GEOLOGY)	\$ 246,362.35	\$ 316,025.24	\$ 398,718.10	\$ 251,444	\$ 176,034
11-51110-00-200100-2000 FT INSTRUCTIONAL SALARIES	\$ 477,715.20	\$ 470,702.40	\$ 522,034.80	\$ 517,753	\$ 521,593
11-51180-00-200100-2000 SABBATICAL LEAVE INSTRUCTIO	\$ -	\$ 51,924.00	\$ -	\$ 48,156	\$ 48,156
11-51290-00-200100-2000 DEPT. CHAIR REASSIGN TIME	\$ -	\$ -	\$ 11,096.40	\$ 56,406	\$ 56,406
11-51310-00-200100-2000 ADJUNCT SUMMER SCHOOL	\$ 30,467.90	\$ 23,361.95	\$ 28,563.38	\$ -	\$ -
11-51315-00-200100-2000 FT SUMMER SCHOOL	\$ 60,817.53	\$ 53,213.65	\$ 80,081.32	\$ -	\$ -
11-51320-00-200100-2000 ADJUNCT FALL & SPRING	\$ 185,738.34	\$ 194,206.99	\$ 208,750.07	\$ -	\$ -
11-51325-00-200100-2000 FT OVERLOAD FALL & SPRING	\$ 38,860.37	\$ 44,075.87	\$ 53,161.22	\$ -	\$ -
11-51330-00-200100-2000 ADJUNCT SUBSTITUTE	\$ 418.05	\$ 3,390.25	\$ 265.43	\$ -	\$ -
11-51335-00-200100-2000 FT SUBSTITUTE	\$ 168.83	\$ -	\$ 531.83	\$ -	\$ -
11-51340-00-200100-2000 ADJUNCT WINTER INTERCESSION	\$ 6,262.80	\$ 3,254.82	\$ 13,564.98	\$ -	\$ -
11-51345-00-200100-2000 FT WINTER INTERCESSION	\$ 44,772.39	\$ 48,216.42	\$ 43,396.92	\$ -	\$ -
11-51395-00-200100-2000 FT FACULTY SUPPL SERV, INST	\$ -	\$ -	\$ 8,000.06	\$ -	\$ -
11-51497-00-200100-2000 DEPARTMENT CHAIR COMPENSATI	\$ 11,480.10	\$ 5,403.43	\$ 14,465.64	\$ -	\$ -
11-53111-00-200100-2000 STRS INSTRUCTORS	\$ 59,871.01	\$ 80,087.10	\$ 97,798.01	\$ -	\$ -
11-53130-00-200100-2000 STRS OTHER CERTIFICATED	\$ 1,019.42	\$ 579.79	\$ 3,215.67	\$ -	\$ -
11-53311-00-200100-2000 OASDHI INSTRUCTORS	\$ 1,930.30	\$ 1,367.22	\$ 1,283.19	\$ -	\$ -
11-53351-00-200100-2000 MEDICARE INSTRUCTORS	\$ 12,122.38	\$ 12,766.17	\$ 13,857.89	\$ -	\$ -
11-53370-00-200100-2000 MEDICARE OTHER CERTIFICATED	\$ 166.46	\$ 78.34	\$ 370.67	\$ -	\$ -
11-53411-00-200100-2000 H/W INSTRUCTORS	\$ 89,945.56	\$ 86,952.08	\$ 99,025.77	\$ -	\$ -
11-53430-00-200100-2000 H/W OTHER CERTIFICATED EMPL	\$ -	\$ -	\$ 2,504.52	\$ -	\$ -
11-53511-00-200100-2000 SUI INSTRUCTORS	\$ 417.13	\$ 439.47	\$ 477.19	\$ -	\$ -
11-53531-00-200100-2000 SUI OTHER CERTIFICATED	\$ 5.73	\$ 2.71	\$ 12.76	\$ -	\$ -
11-53611-00-200100-2000 W/C INSTRUCTORS	\$ 17,487.47	\$ 19,390.96	\$ 20,642.61	\$ -	\$ -
11-53630-00-200100-2000 W/C OTHER CERTIFICATED EMPL	\$ 237.50	\$ 117.43	\$ 550.61	\$ -	\$ -

**Santa Clartia Community College District
2017/18 Adopted Budget**

GL Account	Actuals 2014/15	Actuals 2015/16	Actuals 2016/17	Tentative Budget 2017/18	Adopted Budget 2017/18
11-53630-00-220500-2000 W/C OTHER CERTIFICATED EMPL	\$ 285.04	\$ 274.40	\$ 558.08	\$ -	\$ -
11-53711-00-220500-2000 CIL INSTRUCTORS	\$ 4,240.00	\$ 4,000.00	\$ 2,400.00	\$ -	\$ -
11-53811-00-220500-2000 ALT RETIRE PLAN -INSTRUCTIO	\$ 2,003.88	\$ 3,173.32	\$ 4,153.99	\$ -	\$ -
11-66450-00-220500-2000 NEW EQUIP. INSTR (NON-GASB)	\$ -	\$ 14,835.38	\$ -	\$ -	\$ -
Total for ACTIVITY 220500(HISTORY)	\$ 1,148,550.08	\$ 1,254,160.81	\$ 1,344,771.64	\$ 651,514	\$ 707,258
11-51110-00-220600-2000 FT INSTRUCTIONAL SALARIES	\$ 91,080.00	\$ 107,902.67	\$ 117,338.80	\$ 199,193	\$ 189,499
11-51292-00-220600-2000 FT FACULTY RELEASE TIME, NO	\$ -	\$ -	\$ -	\$ -	\$ 16,577
11-51310-00-220600-2000 ADJUNCT SUMMER SCHOOL	\$ 13,349.50	\$ 7,672.91	\$ -	\$ -	\$ -
11-51315-00-220600-2000 FT SUMMER SCHOOL	\$ 4,821.64	\$ 7,691.67	\$ 17,966.24	\$ -	\$ -
11-51320-00-220600-2000 ADJUNCT FALL & SPRING	\$ 41,241.72	\$ 50,377.94	\$ 42,635.14	\$ -	\$ -
11-51325-00-220600-2000 FT OVERLOAD FALL & SPRING	\$ -	\$ -	\$ 21,698.41	\$ -	\$ -
11-51327-00-220600-2000 ADMIN FALL/SPRING INSTRUCTI	\$ -	\$ 7,454.18	\$ 3,887.08	\$ -	\$ -
11-51330-00-220600-2000 ADJUNCT SUBSTITUTE	\$ -	\$ -	\$ 393.57	\$ -	\$ -
11-51340-00-220600-2000 ADJUNCT WINTER INTERCESSION	\$ 9,105.54	\$ 9,399.71	\$ 6,776.88	\$ -	\$ -
11-51345-00-220600-2000 FT WINTER INTERCESSION	\$ -	\$ -	\$ 7,232.82	\$ -	\$ -
11-51395-00-220600-2000 FT FACULTY SUPPL SERV, INST	\$ -	\$ -	\$ 2,001.08	\$ -	\$ -
11-52410-00-220600-2000 COLLEGE ASSISTANTS INSTRUCT	\$ 4,278.75	\$ 3,297.50	\$ 1,845.00	\$ 2,235	\$ 2,235
11-52420-00-220600-2000 SHORT TERM EMPLOYEES-INSTR	\$ -	\$ 1,965.00	\$ -	\$ -	\$ -
11-53111-00-220600-2000 STRS INSTRUCTORS	\$ 13,110.31	\$ 19,251.49	\$ 26,629.71	\$ -	\$ -
11-53312-00-220600-2000 OASDHI INSTRUCTIONAL AIDES	\$ -	\$ 121.83	\$ -	\$ -	\$ -
11-53351-00-220600-2000 MEDICARE INSTRUCTORS	\$ 2,284.72	\$ 2,731.31	\$ 3,157.79	\$ -	\$ -
11-53352-00-220600-2000 MEDICARE INSTRUCTIONAL AIDE	\$ -	\$ 28.49	\$ -	\$ -	\$ -
11-53411-00-220600-2000 H/W INSTRUCTORS	\$ 13,856.27	\$ 15,238.58	\$ 19,128.65	\$ -	\$ -
11-53511-00-220600-2000 SUI INSTRUCTORS	\$ 77.28	\$ 94.18	\$ 108.88	\$ -	\$ -
11-53512-00-220600-2000 SUI INSTRUCTIONAL AIDES	\$ -	\$ 1.00	\$ -	\$ -	\$ -
11-53611-00-220600-2000 W/C INSTRUCTORS	\$ 3,302.08	\$ 4,139.58	\$ 4,737.24	\$ -	\$ -
11-53612-00-220600-2000 W/C INSTRUCTIONAL AIDES	\$ 88.51	\$ 114.35	\$ 39.74	\$ -	\$ -
11-53811-00-220600-2000 ALT RETIRE PLAN -INSTRUCTIO	\$ 474.26	\$ 433.99	\$ 327.48	\$ -	\$ -
11-66450-00-220600-2000 NEW EQUIP. INSTR (NON-GASB)	\$ 686.78	\$ -	\$ -	\$ -	\$ -
11-66475-00-220600-2000 NEW EQUIP N-I (NON GASB)	\$ -	\$ 2,011.73	\$ -	\$ -	\$ -
Total for ACTIVITY 220600(GEOGRAPHY)	\$ 197,757.36	\$ 239,928.11	\$ 275,904.51	\$ 201,428	\$ 208,311
11-51320-00-220610-2000 ADJUNCT FALL & SPRING	\$ 2,842.75	\$ 85.15	\$ 3,234.30	\$ -	\$ -
11-51325-00-220610-2000 FT OVERLOAD FALL & SPRING	\$ -	\$ 3,948.93	\$ -	\$ -	\$ -

March 15, 2017

TO: Dr. Dianne Van Hook, Chancellor

FROM: Peter Hepburn, Dr. Jerry Buckley, Co-Chairs, Academic Staffing

CC: Academic Staffing Committee Members

Dr. Rebecca Eikey, President, Academic Senate

Ron McFarland, Dean, Applied Technologies

Jason Oliver, Dept. Chair, Architecture and Interior Design

Paul Wickline, Dean, Social and Behavioral Sciences

Sherrill Pennington, Dept. Chair, History

Omar Torres, Dean, Mathematics, Sciences, and Health Professions

Tina Waller, Dept. Chair, Nursing

Carmen Dominguez, Dean, Visual and Performing Arts

Susan Hinshaw, Dept. Chair, Theatre

Chris Boltz, designated presenter, Theatre

RE: Academic Staffing Committee recommendations

The Academic Staffing Committee (ASC) met and reviewed the following upcoming vacant full-time positions:

- Interior Design (Dorothy Minarsch)
- History (Brad Reynolds)
- Nursing (Ann Lowe)
- Theatre (Paul Wickline)

at its March 15, 2017 meeting. The ASC reviewed staffing data and materials from the above departments. ASC recommended all vacant positions for replacement in a majority vote.

At the February meeting of the committee, the members discussed with you changing how to recommend action on vacant funded positions so that those positions would be ranked amongst requests for new positions. The committee has not yet been able to revise its procedures and have those changes approved by Senate in order to allow ranking vacant funded positions in that manner. To remain consistent with previous votes on other vacant funded positions this academic year, the recommendation to replace is all the committee voted on.

If you would like any further information we will be happy to meet with you at your convenience.

Thank you,

Peter Hepburn

Dr. Jerry Buckley

March 31, 2017

TO: Dr. Dianne Van Hook, Chancellor

FROM: Peter Hepburn, Dr. Jerry Buckley, Co-Chairs, Academic Staffing

CC: Academic Staffing Committee Members

Christina Chung, Director, Human Resources Operations

Omar Torres, Dean, Mathematics, Sciences, and Health Professions

Tina Waller, Dept. Chair, Nursing

Bob Brode, Dept. Chair, Administration of Justice

Andy McCutcheon, Dean, Humanities

Alene Terzian, Dept. Chair, English

Juan Buriel, departmental designee, English

Jasmine Ruys, Dean, Enrollment Service

Diane Solomon, Dept. Chair, Counseling

Carmen Dominguez, Dean, Visual and Performing Arts

Mark Daybell, Dept. Chair, Graphic and Multimedia Design

Rebecca Eikey, President, Academic Senate

RE: Academic Staffing Committee recommendations

The Academic Staffing Committee (ASC) met and reviewed the following current and upcoming vacant full-time positions:

- Nursing (Valerie Malinoski)
- Administration of Justice (Bob Brode)
- English (Andy McCutcheon)
- Counseling (Julie Visner)
- Graphic and Multimedia Design (Kevin Jenkins)

at a March 29, 2017 meeting. The ASC reviewed staffing data and materials from the above departments. ASC recommended all vacant positions for replacement in a majority vote. In addition, the committee recommended that the Counseling position, currently filled at 80%, be increased to 100%.

If you would like any further information we will be happy to meet with you at your convenience.

Thank you,

Peter Hepburn

Dr. Jerry Buckley

D.4. Program and Curriculum Development.

BP 4020 - Program and Curriculum Development-Background material

§ 55002.5. Credit Hour Definition.

(a) One credit hour of community college work (one unit of credit) shall require a minimum of 48 semester hours of total student work or 33 quarter hours of total student work, which may include inside and/or outside-of-class hours.

(b) A course requiring 96 hours or more of total student work at colleges operating on the semester system or 66 hours or more of total student work at colleges operating on the quarter system shall provide at least 2 units of credit.

(c) Cooperative work experience courses defined in section 55252 shall adhere to the formula for credit hour calculations identified in section 55256.5.

(d) For programs designated by the governing board as clock hour programs, units of credit shall be awarded in a manner consistent with the provisions of 34 Code of Federal Regulations part 600.2.

(e) Credit hours for all courses may be awarded in increments of one unit or less.

(f) The governing board of each community college district shall establish policy, consistent with the provisions of this section, defining the standards for credit hour calculations. District policy shall specify the credit hour calculation method for all academic activities, expected ratios of in-class to outside-of-class hours for each type of academic activity, standards for incremental award of credit, standard term length, calculation methods for short term and extended term courses, and provisions for monitoring compliance with state and federal regulations related to credit hour calculations.

Note: Authority cited: Sections 66700 and 70901, Education Code. Reference: Section 70901, Education Code; and 34 Code of Federal Regulations part 600.2.

BP 4020 Program and Curriculum Development

References:

34 CFR sections 600.2, 602.24, 603.24, and 668.8; Education Code sections 66700, 70901, 70901(b), 70902(b), and 78016, Title 5 sections 51000, 51022, 55002(b)(1)(B), 55002.5, 55100, 55130, 55150, 57001, 58023, 58022, and 58050

- 4020.1 The programs and curricula of the Santa Clarita Community College District shall be of high quality, relevant to community and student needs, and evaluated regularly to ensure quality and currency. To that end, the CEO shall establish procedures for the development and review of all curricular offerings, including their establishment, modification, or discontinuance.
- 4020.2 These procedures shall include:
- (a) appropriate involvement of the faculty and Academic Senate in all processes;
 - (b) regular review and justification of programs and course descriptions;
 - (c) opportunities for training for persons involved in aspects of curriculum development; and
 - (d) consideration of job market and other related information for vocational and occupational programs.
- 4020.3 All new programs and program deletions shall be approved by the Board of Trustees.
- 4020.4 All new programs shall be submitted to the California Community Colleges Chancellor's Office for approval as required.
- 4020.5 Individual degree-applicable credit courses offered as part of a permitted educational program shall be approved by the Board of Trustees. Non-degree- applicable credit and degree-applicable courses that are not part of an existing approved program must satisfy the conditions authorized by Title 5 regulations and shall be approved by the Board of Trustees.
- 4020.6 Consistent with federal regulations applicable to federal financial aid eligibility, the District has designated each class hour as a "credit hour" and established the definition of "credit hour." The class hour is the basic unit of attendance for computing the number of full-time equivalent students (FTES) for apportionment.

Established procedures, pursuant to Title 5 and the California Community College Chancellor's Office Student Attendance Accounting Manual, define a "credit hour" as a clock hour of a total of 60 minutes composed of a segment

of no less than 50 minutes of scheduled contact for instruction and/or examination and a segment of 10 minutes for passing time between classes or a break.

District procedures assure that curriculum complies with the definition of "credit hour." It uses a clock-to-credit hour conversion formula to determine whether a credit hour program is eligible for federal financial aid. The conversion formula is used to ensure that a "credit hour" program has an appropriate minimum number of clock hours of instruction for each hour unit of credit it claims.

A "credit hour" at College of the Canyons represents the amount of work necessary to achieve intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates ~~not less than:~~

~~(a) — 48 – 54 semester hours of total student work, which may include inside and/or outside-of-class hours. One "credit hour" (50 minutes) of classroom or direct faculty instruction and a minimum of two "credit hours" (100 minutes) of out-of-class student work each week for semester-length (e.g., sixteen weeks) courses for one semester hour unit of credit, or the equivalent amount of work over a different amount of time; or~~

~~(b) At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by College of the Canyons, including three "credit hours" (150 minutes) of laboratory work, studio work, and other activities leading to the award of "credit hours."~~

~~(c)~~ A "credit hour" is assumed to be a 50-minute period. In courses, such as those offered online, in which seat time does not apply, a

"credit hour" may be measured by an equivalent amount of work, as demonstrated by student achievement.

Cooperative work experience courses shall award one semester credit hour for 75 hours of paid work or 60 hours of non-paid work.

See Administrative Procedure AP
4020 Approved 02/26/14; revised
xx/xx/18

D.5. Mission Statement

Mission Statement Proposed on November 20, 2017

As an innovative institution of excellence that values diversity, College of the Canyons enriches student lives through an accessible, highly-supportive, learning-centered education that provides all students with clear ~~certificate and degree~~ pathways leading to **skills, credentials, certificates, and degrees for future education and employment.** ~~employment and future education.~~

Current Mission Statement

As an innovative institution of excellence, College of the Canyons offers an accessible, enriching education that provides students with essential academic skills and prepares students for transfer education, workforce-skills development, and the attainment of learning outcomes corresponding to their educational goals. To fulfill its mission, College of the Canyons embraces diversity, fosters technical competencies, supports the development of global responsibility, and engages students and the community in scholarly inquiry, creative partnerships, and the application of knowledge.

ACCJC Accreditation Standard:

A. Mission

- 1. The mission describes the institution's broad educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and student achievement.*
- 2. The institution uses data to determine how effectively it is accomplishing its mission, and whether the mission directs institutional priorities in meeting the educational needs of students.*
- 3. The institution's programs and services are aligned with its mission. The mission guides institutional decision-making, planning, and resource allocation and informs institutional goals for student learning and achievement.*
- 4. The institution articulates its mission in a widely published statement approved by the governing board. The mission statement is periodically reviewed and updated as necessary.*

Next Steps:

1. Final endorsement from CPT – Fall, 2017
2. Review and endorsement from ASG, Fall, 2017
3. Review and endorsement from the Classified Senate, Winter, 2018
4. Review and endorsement from the Academic Senate, Spring, 2018
5. Presentation to the Board of Trustees, First Reading, Spring 2018
6. Presentation to the Board of Trustees, Second Reading, Spring, 2018
7. Publication and distribution, Spring, 2018