



# College of the Canyons Academic Senate

February 28, 2019  
3:00 p.m. to 4:50 p.m. BONH 330

## Special Meeting Extension: Campus Safety & Emergency Preparedness

Extended meeting: 5:00-6:00 p.m., Aliso Lecture Hall (ALLH)-101, open to all

## 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:
  - Jason Burgdorfer, Academic Staffing Committee
5. Approval of the Consent Calendar

Academic Senate Summary, Feb. 14, 2019 (pg. 3-9)	Curriculum Committee Summary, Feb. 21, 2019 (pg. 23-29 )
Special Curriculum Committee Meeting due to various non-credit proposals, Friday, March 15, 2019 (10am-12pm)	Program Viability Summary, Feb. 21, 2019 (pg. 30-32)
Joint Meeting-Executive Classified Senate & Academic Senate, Feb. 20, 2019 (pg. 33-34)	Academic Freedom (BP & AP – 4030), Gary Collis & David Andrus (pg. 40-44)
Election Procedures, Dustin Silva (pg. 55-57)	

### B. Reports (time limit 7 minutes each)

*These are informational items no discussion or action will be taken. However, clarification questions are welcomed.*

1. President's Report, Rebecca Eikey
  - [California Community Colleges Coherence in Goal Setting and Planning Memorandum](#) (pg. 10-16)
2. College Planning Team Committee Report, Claudia Acosta
3. Guided Pathways Report, Tara Williams & Erika Torgeson
4. Early Connections and Starfish Software Report, Collette Gibson & Julie Johnson

### C. Action Items

*Below are a list of items that the Senate will take action on. Discussion is welcomed by all attendees.*

1. Vote of No Confidence for Eloy Oakley (pg. 35)
2. Meeting Schedule 2019-2020 for Curriculum Committee and Academic Senate (pg. 36-39)
  - a. *Note: Academic calendar included for informational purposes only.*
  - b. *Note: There are three options presented for consideration.*

3. ENGL-101 Class Size: The Curriculum Committee recommends the class size for the 4 unit version of ENGL-101 to be no more than 27 students, Lisa Hooper

#### **D. Discussion**

*Below are items that the Senate will discuss and no action will be taken. Discussion is welcomed by all attendees.*

1. Ad-Hoc Committee on Academic Freedom reports, Gary Collis
  - A. Committee recommendations on process improvement Memo, (pg. 45-46)
  - B. Committee report on Academic Freedom regarding Amanda Zunner-Keating (pg. 47-52)
2. [Draft of The ASCCC Student Equity Plan Paper](#)
3. Categorical Funds for Sabbaticals (pg. 53-54)

#### **4. Special Joint Meeting with Classified Senate and Associated Student Government: Campus Safety & Emergency Preparedness**

Extended meeting: 5:00-6:00 p.m., Aliso Lecture Hall (ALLH)-101, open to all

#### **E. Unfinished Business**

*Below is a list of items that can be discussed for a future date.*

1. Program Viability (BP/AP 4021)
2. Advisory Boards based on Industry Clusters, Advisory Committee Taskforce
3. Academic Departments (BP/AP 4023)
  - Note: Senators will be discussing this item with their schools
4. [Equity/Inclusive Language & Syllabi, Jennifer Paris](#)

#### **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.*

#### **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 248*

BP & AP - 4030 Academic Freedom
BP & AP 7120 – Recruitment and Selection
(Phase 2 – BPs 5529, 5530 & 5531)- Student Conduct
Digital Badges

#### **H. Announcements**

- Next Academic Senate Meetings, March 14 & March 28
- 2019 ASCCC 2019 Spring Plenary Session, April 11-13, 2019, San Francisco
- 2019 Faculty Leadership Institute, June 13-15, 2019, Sacramento
- 2019 Career and Noncredit Institute, April 25-27, 2019, San Diego
- 2019 Curriculum Institute, July 10-13, 2019, Newport Beach
- Upcoming elections for Academic Senate At-Large positions for 2019/2021

#### **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 February 14, 2019

Voting Members					
Senate President	Rebecca Eikey	X	Business Senator	Gary Collis	X
Vice President	Jason Burgdorfer	X	Learning Resources Senator	Ron Karlin	A
Immediate Past President	VACANT	A	At Large Senator	VACANT	A
Curriculum Chair	Lisa Hooper	X	At Large Senator	Jennifer Paris	X
Policy Review Chair	David Andrus	X	At Large Senator	Deanna Riveira	X
AT Senator	Regina Blasberg	X	At Large Senator	David Brill	X
MSHP Senator	Sab Matsumoto	A	At Large Senator	Sonny Requejo	X
VAPA Senator	Wendy Brill-Wynkoop	X	At Large Senator	Benjamin Riveira	X
Student Services Senator	Erika Torgeson	X	Adjunct Senator	Jessica Small	X
Humanities Senator	Marco Llaguno	X	Adjunct Senator	Ron Mita	X
Kinesiology/Athletics Senator	Philip Marcellin	X	Adjunct Senator	Aaron Silverman (via Zoom)	X
SBS Senator	Rebecca Shepherd	X	A= Absent	X= Present	

Non-voting Members	
Dr. Buckley	X
Marilyn Jimenez	X
Dan Portello (Warren Heaton AFT Rep)	X
Dr. Wilding	A

Guest			
Barry Gribbons	X	Erica Seubert	X
Andy McCutcheon	X	Tyler Clark, ASG Student President	X
Michelle LaBrie (via Zoom)	X	Kathy Bakhit	X

### A. Routine Matters

1. Call to order: 303 p.m.
2. Public Comment: none
3. Approval of the Agenda: Motion by Wendy Brill, seconded by Erika Torgeson. Unanimous. Approved.
4. Committee Appointments:
  - Dual Enrollment Taskforce
    - Michelle LaBrie was added to this list.
  - Gary Collis, will continue with Faculty Development Committee

- Erika Torgeson will join College Planning Team
- Jeremy Patrich, Curriculum Appointment
- Appointments of Faculty Hiring Committees
  - Regina Blasberg
- [Tenure Committee list](#)

5. Approval of the Consent Calendar: Motion by Lisa Hooper, seconded by Deanna Riviera.  
Unanimous Approved.

Academic Senate Summary, December 6, 2018	Curriculum Committee Summary, Feb. 7, 2019
---	--

## **B. Reports (time limit 7 minutes each)**

*These are informational items no discussion or action will be taken. However, clarification questions are welcomed.*

5. President's Report, Rebecca Eikey.

- Upcoming Student Surveys:
  - Career Technical Education Survey for Perking reporting
  - Basic Needs Survey to obtain information about student wellbeing
  - Democracy Committee Survey to obtain information related to our community based learning and civic engagement efforts. This is a national survey.
- Academic Staffing:
  - [Feb.11, 2019 memo from Dr. Dianne G. Van Hook](#)
  - [Feb. 13, 2019 memo from Dr. Dianne G. Van Hook](#)
    1. The new positions recommended for hiring include 2 in Biological Sciences, 2 in Chemistry, 1 in Emergency Medical Technician, 1 in Computer Science, 1 in Nursing, 1 in Kinesiology/Physical Education.
    2. Recommended replacement for Cinema.
  - Several of these positions were approved at the Board Meeting last night.
- CIDs for Welding Technology: Tim Baber helped to lead the effort to complete 9 courses for Welding Technology. These courses are the basis for the statewide curriculum. This is an example of how CID courses are evolving beyond transfer to include our Career Technical Education Courses. It is important for discipline faculty to be involved in these efforts.
- IEPI workshops: Rebecca attended the Ready Set Design Guided Pathways workshop to learn more about the use of data coaches. [Santa Rosa Jr. College Data Coaching model.](#) Rebecca also attended the Connecting the Dots workshop yesterday. The workshop was focusing on the Student Success Metrics and the need to integrate those metrics into our planning. The workshop focused on looking at student journeys, specifically there were 4 categories of student journeys. Adult Learning/ESL, Short Term Workforce Preparation, Degree/Transfer, Undecided/Other. The idea was to analyze what we are doing for each population, identify which opportunities exist and determine which student success metrics validate those efforts.
- Chancellor's Office Joint Summit with ASCCC-Building Diversity on Feb. 8-9, 2018: Summit covered building diversity. Question was discussed regarding what we are doing to create more diversity amongst faculty. Analyzing the hiring process from beginning to

end. Pamela attending from the Sociology Department. Last year's budget had \$50 million. There was a lot of concern regarding what we can do better. Target audience was board members and faculty.

- Sabbatical Meeting update: Committee is a result of COCFA contract terms. There is interest to use categorical funds to support the Sabbatical projects. The Student Equity Plan comes will come through Senate this semester. There is a re-certification with Guided Pathways. There was a question addressed regarding should this money be used for Sabbaticals? This may be a future agenda item for discussion.
- BOT meeting update: Several people voiced their concerns regarding the recent emergency campus lockdown. A student shared a speech addressing some of the concerns from the campus community and shared a need for addressing more emergency training on campus for all faculty and staff. Student emphasized that better emergency training will create a safer campus.

6. Vice President's Report, Jason Burgdorfer

- 2016 Facilities Bond: COC has applied for this bond in hopes of remodeling the Boykin building. This is part of the advocacy plan, whether or not this will result in funding remains to be seen.
- OER Celebration: Jason accepted on the Senates behalf the "Textbook Hero: Inspiring Open Education Saving Student Costs" award. Dean of Education Technology, Learning Resources & Distance Education, James Glapa-Grossklag shared that the college is saving students \$4 million in textbooks.
- PAC-B Meeting update: Meeting focused on the government budget proposal. The budget is similar to last years. There was clarification on the forced cost clause. \$50 million was not included for the hiring of new faculty. There is still a lack of funds for Instrumental Supplies. This is due to a need to increase the amount of Cal grant funds. Legislators are proposing moving Instructional funding to Cal grant funding. The governor is proposing to freeze at 10% apportionment. It was clarified that this is a tentative budget proposal.

7. Guided Pathways Report, Tara Williams & Erika Torgeson. Please see, (pg. 17) for the complete report.

8. Career Education Committee Report, Regina Blasberg. Please see, (pg. 18-22) for the complete report.

### C. Action Items

*Below are a list of items that the Senate will take action on. Discussion is welcomed by all attendees.*

1. Vacant At-Large Senate position

- A call went out multiple times for this position but no response was received. This position was not filled.
- Erica Seubert is a new Policy Review Committee member and has expressed interest in serving in an interim, one semester At-Large senator position.
- The Academic Senate Constitution's due process allows for a spring semester interim position appointment. However, there was some concern that some language in the

Constitution may be contradictory. There was a request to review the constitution to ensure there is no contradictory language regarding the appointment of interim positions.

- Motion to appoint Erica Seubert as interim At-Large senator for the spring semester only by Regina Blasberg, seconded by Wendy Brill. One abstain by David Andrus, all other members present voted in favor.
  - Note: At this point in the meeting Erica Seubert is now a voting member.
2. Interim Dept. Chairs:
    - Shannon Doronio, GMD Chair
    - Gary Quire, HRMG Chair
    - Lori Young, Real Estate Chair
    - Gary Peterson, Cinema Chair
    - Motion to approved interim department chairs by Rebecca Shephard, seconded by Lisa Hooper. Unanimous. Approved.
  3. Discipline Assignments:
    - Annie Abouljian, English Instructor
    - Wesley Keene, Assistant Director, The Learning Center
    - Regina Blasberg, Correction to Discipline Memo
      - Engineering Technology; Building Codes and Regulations & Engineering Support
      - This discipline memo was corrected as the Minimum Qualifications handbook from 2006 does not list civil engineering as a discipline only engineering.
    - Samuel Bolanos, Additional Discipline, Computer Science
    - Motion to approve these discipline memos by Jason Burgdorfer, seconded by Rebecca Shepherd. Unanimous. Approved.
  4. Adjunct Faculty MQ&E
    - Part-Time Faculty Winter 2019
    - ISA for Winter 2019
    - Motion to approve the Adjunct Faculty MQ&E list by Rebecca Shepherd, seconded by Aaron Silverman. Unanimous. Approved.
  5. Graciela Martinez, OER Liaison Appointment
    - Motion to approve this OER Liaison Appointment by Jennifer Paris, seconded by Erika Torgeson. Unanimous. Approved.
  6. Guido Santi, Emeriti Status
    - President went over the Academic Senates Faculty Emeriti Procedures to explain the justification for the honorary status bestowed for Guido Santi. A Special Resolution was read to the senate. Guido Santi's photo was hung on the Emeriti wall of the Academic Senate meeting room.
    - Motion to bestow honorary status for Guido Santi by Marco Llaguno, seconded by David Brill. Unanimous. Approved.
  7. [Updates to equivalencies for Art History and ESL-February 2019](#)
    - Motion to adopt the updated equivalencies by Rebecca Shepherd, seconded by David Andrus. Unanimous. Approved.

#### **D. Discussion**

*Below are items that the Senate will discuss and no action will be taken. Discussion is welcomed by all attendees.*

1. [Equity/Inclusive Language & Syllabi, Jennifer Paris](#)

- There is a need to determine how to best reach the millennial generation and what they need. There are some students to begin attending COC and feel that they don't belong here. A peer reviewed journal article regarding psychological issues in classrooms found that it is important to have positive friendly language in syllabi. The Center for Early Childhood Education also emphasized a need to have more welcoming language in syllabi.
- Jennifer Paris shared some changes she has made to her syllabi such as replacing the word "instructor" with her name and removing the word "student" and replacing it with "you."
- There was some questions discussed regarding whether or not a syllabi is a contract with students or not. There are certain elements required in the syllabus due to accreditation standards. The students do not view the syllabus as a contract.
- Student conduct issues should be stated in the syllabi. It is challenging to find a balance between having welcoming syllabi language and ensuring student conduct issues are being addressed. There was also a question regarding whether or not to include links to official student conduct information on the syllabi.
- It was acknowledged that there is variation in the syllabi due to different academic disciplines.

## 2. Academic Freedom (BP & AP – 4030), Gary Collis & David Andrus

- A correction will be made to AP 4030 section D. The number sequence is out of order and sub-sections should be numbered 1-8.
- There is a need to create an Academic Freedom standing committee which could provide faculty with a means through which they can speak with other faculty regarding any issues they may be facing. A standing committee could provide an alternative for faculty and provide advice while keeping a level of discretion and confidentiality. There was a question regarding how issues discussed in this standing committee could be brought to the senate body. It was emphasized that it needs to be clarified that this is not legal advice but someone can reasonably take this advice.
- There was a discussion regarding the wording on BP4030 Academic Freedom, Section B.) Academic Freedom and the Faculty, sub-section 4. There was a suggestion to revise the language as there is a concern regarding the requirement of faculty when speaking or writing as private citizens, expressly indicate that they're not speaking or writing on the District's behalf. This requirement may constitute "compelled speech" in violation of the First Amendment. The revised BPT 4030 language will be brought back to senate as an action item.
- [Turning Point USA](#): This organization has been providing literature on campuses and is essentially the backwards of the [Professors Watch List](#). This organization lists concerns regarding student's free speech. One of their big initiatives is to expose institutions that they believe trample on student free speech. This is a political watch list which encourages students to record and/or video record their professors. Many times it is not necessarily a suppression of speech but more so a disagreement in terms of political views. The state of California has

laws that prohibit students from recording a professor unless they have their permission.

3. Campus Safety Discussion, Barry Gribbons

- Various concerns and experiences were shared by senators and a student regarding the emergency lockdown incident that recently happened.
- A student who spoke at the BOT shared their Active Shooter speech with Senate. The speech brought forth concerns regarding a lack of mandatory training for faculty, a lack of a unified plan, inability to completely block out windows, doors unable to lock from the inside and poor cell reception in some areas of both campuses (in particular at the Canyon Country Campus). Some suggestions were shared regarding installing door locking instructions, developing two separate emergency plans for each campus, providing better emergency training drills, creating emergency congregation areas in the event of a lockdown, providing all staff and/or departments with emergency supply kits, and re-install telephones so they are not placed by the doors.
- Some questions addressed were for example, what to do when a student wants to leave and there is a campus lockdown?
- It was stated that AFT is working with the district to develop a plan for adjuncts to receive Safety Training.
- A lack of proper emergency preparedness may lead to unintended consequences.
- Per the request of the senate this item will be brought back for discussion. The next senate meeting will be extended to allow 1 extra hour for discussion of this topic. This meeting will be held in a separate room to accommodate more attendees and will be open to the entire campus community and the public.

**E. Unfinished Business**

*Below is a list of items that can be discussed for a future date.*

1. Vote of No Confidence, Eloy Oakley, Chancellor for California Community Colleges (February 28)
2. Program Viability (BP/AP 4021)
3. Advisory Boards based on Industry Clusters, Advisory Committee Taskforce
4. Academic Departments (BP/AP 4023)
  - Note: Senators will be discussing this item with their schools
5. Election Procedures, Dustin Silva

**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. Digital Badging (February 28)
2. Student Equity and Achievement Plan and Local District Goal Setting (February 28)
3. Rebecca made request to add two new items as new future business
  - Categorical Funds for Sabbaticals
  - Opening Day-Academic Affairs Convocation

**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 248*



BP & AP 7120 – Recruitment and Selection
(Phase 2 – BPs 5529, 5530 & 5531)- Student Conduct

#### **H. Announcements**

- Upcoming: Academic Senate Meetings, March 14; March 28 & April 11, 2019.
- Open: At-Large Senator seat
- [2019 ASCCC 2019 Spring Plenary Session, April 11-13, 2019, San Francisco](#)
- [2019 Faculty Leadership Institute, June 13-15, 2019, Sacramento](#)
- [2019 Career and Noncredit Institute, April 25-27, 2019, San Diego](#)
- [2019 Curriculum Institute, July 10-13, 2019, Newport Beach](#)
- Upcoming elections for 6 Academic Senate At-Large Positions for 2019-2021

#### **I. Adjournment: 5:24 p.m**



# California Community Colleges

## MEMORANDUM

February 13, 2019

Via Email

TO: Chief Executive Officers

FROM: Eloy Ortiz Oakley, Chancellor

RE: Coherence in Goal-Setting and Planning

---

State law requires colleges to adopt local goals aligned with the *Vision for Success*, produce several plans to guide how the colleges will use state resources consistent with the Guided Pathways framework, and adopt budgets each year to support those activities. As a system, we must begin to better “connect the dots”—for our colleges and our communities—as we implement these requirements. **This memorandum provides instructions related to goal-setting and planning. Please forward it to individuals in your teams that are responsible for these activities.**

### ACTION REQUIRED

We are excited to support colleges in using our planning system, NOVA, to inform goal-setting that is aligned with the *Vision*. **We need your help in identifying the lead contact specifically for *Vision* goals adoption at your college.** This lead contact will be the individual responsible for directing the process of approval for local goals submitted through NOVA. The lead contact will receive additional information moving forward. To identify your lead contact, please fill out the [Lead Contact Form](#) by February 22, 2019.

### SUMMARY TIMELINE

The following is a summary of deadlines related to planning and budgeting in the coming months. More details are provided later in the memorandum.

Deadlines	Submittal
February 22, 2019	Lead contact for <i>Vision</i> goals

---

#### Chancellor's Office

1102 Q Street, Sacramento, California 95811 | Sixth Floor | 916.445.8752  
[www.CaliforniaCommunityColleges.cccco.edu](http://www.CaliforniaCommunityColleges.cccco.edu)

## Coherence in Goal-Setting and Planning

February 13, 2019

<b>April 30, 2019</b>	Initial Guided Pathways “Scale of Adoption Self-Assessment”
<b>May 31, 2019</b>	<i>Vision</i> goals
<b>June 30, 2019</b>	Student Equity Plan
<b>June 30, 2019</b>	California College Promise certification (only for colleges who have not yet certified)
<b>June 30, 2019</b>	Tentative annual budget and financial report (not submitted to Chancellor’s Office)
<b>September 30, 2019</b>	Final Guided Pathways “Scale of Adoption Self-Assessment”
<b>September 30, 2019</b>	Adopted annual budget and financial report

## BACKGROUND

In July 2017, the Chancellor’s Office released the [Vision for Success: Strengthening the California Community Colleges to Meet California’s Needs](#). Citing the economic and educational needs of California, this document established a vision for improvement, including clear goals and a set of commitments needed to reach those goals.

Recent legislation and Chancellor’s Office guidance have emphasized a stronger link between financial planning and broader educational planning, with a new focus on alignment of these plans with college-level performance goals. Planning can be an important part of an institution’s strategy to improve outcomes and advance equity: the plans can reinforce the “North Star” the college is following, the analysis of data can bring attention to persistent challenges and can test the assumptions we make about our students, and the act of planning—through a process of consultation—can create shared commitments to a path forward.

At the same time, too many plans—especially multiple plans that commit to different strategies—can confuse priorities. For that reason, the Chancellor’s Office is working to reduce the number of plans and to coordinate the remaining plans around conversations around the *Vision*. Although the elimination of plans is not proposed in the immediate term, this document encourages colleges to coordinate the development of goals and plans to make their strategic direction clear and actionable.

## USE OF STUDENT SUCCESS DASHBOARD FOR ANALYSIS

As you engage in the goal-setting and planning processes, you should use the [Student Success Metrics \(SSM\) Dashboard](#) as a tool to better understand, and have critical conversations about, where your college's attention must be moving forward. In collaboration with the RP Group, WestEd, and the Educational Results Partnership (ERP), the Chancellor's Office released the SSM 2.0 on January 31, 2019. This release resolved many of the issues identified by the institutional researchers from the initial release (1.0) and added all of the disaggregated metrics. SSM 3.0 will be released in May 2019 and will include cohorts and views by district and region. The Chancellor's Office will continue to work with the institutional researchers to refine the dashboard, clarify the metrics, and resolve technical issues. As we work with the field, changes in the SSM data may occur during February 2019 if critical issues with data and data definitions are discovered.

Our work on the metrics is not yet complete. This is a significant undertaking that involves integrating the metrics, merging the "back-end" repositories that collect the data, and decreasing the time-to-delivery of the metrics. Feedback and ideas on how the metrics can be improved to better serve the statewide needs of districts and colleges is always welcomed.

## PLANNING AND BUDGETING

This section provides details about specific requirements in the coming months. Its purpose is to identify links between various planning requirements and identify opportunities for more cohesive discussions at the colleges. For individual plans, the Chancellor's Office has released, or will release, further guidance. We also recognize that these are only a subset of the plans your colleges are required to produce, though we hope that the principles described below will apply to those other plans.

## GOALS ALIGNED WITH VISION FOR SUCCESS

Nearly all community colleges have now certified they have a process in place to set local goals aligned with the *Vision*. Once colleges identify their lead contacts, they will be able to access the online form to submit these goals at <https://nova.cccco.edu>. One of the goals of NOVA is to make it easier to submit goals, and much of the data you will need to fill out your goals form will be pre-populated from the SSM.

The Chancellor's Office released a memorandum on local *Vision* goals in November. You can find that document on the [Vision Resource Center](#) in the Vision for Success & Local Goal Alignment community. **As described in the memorandum, the final *Vision* goals**

**must be adopted by the governing board and submitted to the Chancellor's Office by May 31, 2019.**

Colleges should consider using these goals as the basis for the plans they will be developing concurrently and subsequently. In setting goals, colleges should consider their progress toward, and the impacts of, "at-scale" implementation of Guided Pathways, and they should consider the resources available to the college under the Student Centered Funding Formula, the Student Equity and Achievement Program, the California College Promise, and other fund sources.

### GUIDED PATHWAYS

All 114 colleges have already completed the qualifying requirements for Guided Pathways funding. No action is required to receive the second year allocation. However, colleges will be transitioning to the Community College Research Center (CCRC) "Scale of Adoption Self-Assessment" to focus more directly on the design and implementation phases of Guided Pathways. **An initial submission will be due no later than April 30, 2019. Each college must then submit and certify a final version in NOVA by September 30, 2019.** These submissions and certifications are a condition of continued receipt of funds.

The self-assessment is a useful tool for determining future budgetary needs and for citing ambitious goals, especially as they relate to progress for the groups of students prioritized in the college's Student Equity Plan. Initial submissions will be used by the Chancellor's Office to develop comprehensive Guided Pathways professional learning support for the 2019-20 academic year. Certified submissions will be used for documenting and analyzing our systemwide Guided Pathways implementation progress.

### EQUITY PLAN

As a condition of receiving allocations under the Student Equity and Achievement Program, and to effectively meet local *Vision* goals, each college must submit a board-approved Student Equity Plan every three years. The plan is due to the Chancellor's Office by June 30, 2019. The template was released in January as a Word document and will be available in March in a fillable electronic format. Using baseline metrics pre-calculated and pre-populated in the electronic plan template, colleges will identify goals and activities designed to close gaps for disparately-impacted equity populations.

During the planning process, it is critical that districts discuss the impacts of "at-scale" implementation of Guided Pathways on the disparately-impacted equity populations. Further, the planning process should involve the college's business officials, because it should represent a foundational document for the development of annual budgets.



## **CALIFORNIA COLLEGE PROMISE**

The statute establishing the California College Promise (AB 19) specifies that the program is intended to support colleges in accomplishing the *Vision* goals. As a condition of participation in the program, colleges must partner with local education agencies to establish an Early Commitment to College program, improve college readiness, reduce the need for remediation, use “multiple measures” for assessment and placement, participate in the Guided Pathways program, ensure that students complete the federal or state financial aid application, and participate in the federal student loan program.

Any college that did not participate this year and wants to begin participating in 2019-20 will be required to complete and submit a signed certification form to the Chancellor’s Office by June 30, 2019. As colleges determine how to use their AB 19 allocations, they should be identifying how the activities supported by those funds would support progress toward the local *Vision* goals and support their Student Equity Plan.

## **OTHER PLANNING EXPECTATIONS**

The Chancellor’s Office will work to continue to align planning around the local goals colleges are adopting. Notably:

- **Strong Workforce Program**—Regional and local spending from Strong Workforce Program funds are expected to provide more and better CTE programs, courses and pathways. NOVA is used for the application and reporting of expenditures. Beginning in 2019-20, the Strong Workforce Program will align with the SSM by adopting a subset of those metrics that are most relevant to Career Education students. These revised metrics will be used to calculate the Strong Workforce Program incentive funding starting in 2019-20.
- **Adult Education Program**—Regional investments from California Adult Education Program consortia, and their members, serve adult education students that come from a variety of different life pathways or journeys. The program is intended to support the *Vision* goals by improving completion of career development and college preparation (CDCP) certificates and short-term career training programs and decreasing the amount of time students spent accumulating classroom hours by offering noncredit co-requisite courses, all in an environment that promotes flexible scheduling, innovative delivery methods, and short-term programs. Again, NOVA is used for the application and reporting of expenditures.
- **Perkins V Program**—Currently in the transitional planning year, the *Strengthening Career and Technical Education for the 21st Century Act* (Perkins V) develops the academic knowledge and technical and employability skills of secondary and postsecondary education students in career and technical education programs through regional and local intersegmental alignment. Perkins V is a combined state plan including the requirements of the Workforce Innovation and Opportunity Act

and specifically calls for stronger alignment with the Adult Education Program. As part of NOVA's planned development, the Perkins V Program will eventually migrate for the application and reporting of expenditures.

### **ANNUAL BUDGETS**

For these plans to be effective in meeting the local *Vision* goals, they must be supported by the district and college budgets. Under current law, by July 1, each district is required to adopt a tentative budget. By September 15, each district is required to hold a public hearing and adopt a final budget, and, with its adopted annual budget and financial report submitted to the Chancellor by October 10.

In adopting a budget, the governing board should determine that the resources necessary to implement Guided Pathways and implement the Student Equity Plan are available. Next year, the Chancellor's Office will issue more specific guidelines about aligning planning with budgeting. Until then, colleges may want to have discussions about how to revise budgeting practices to ensure that commitments made in the Student Equity Plan and in other plans can be supported.

### **ROLE OF BOARDS OF TRUSTEES**

Active involvement by the board of trustees in planning and budgeting is essential. The board's meetings represent a critical venue where these plans come together and where decisions are made about the resources needed to support the plans. Specifically, the local *Vision* goals, the Student Equity Plan, and the annual budget must all be adopted by the board. District and college leaders should consider strategies for presenting these items to the board together to allow for better understanding of their alignment.

Further, the board is directly responsible to the communities the colleges serve and should be creating opportunities for more stakeholders—especially those from groups that have historically been most underrepresented and underserved by our system—to participate in development and review of local goals, plans, and budgets.

### **ROLE OF THE CHANCELLOR'S OFFICE**

The Chancellor's Office intends to better understand the coherence across these documents. In places where that coherence is not obvious, we expect to work with colleges to determine what additional support is necessary. We also hope to use this information to identify common practices across districts and highlight effective practices through professional development. Please contact Chancellor's Office staff if you would like further information about these topics or need additional support.

## **Coherence in Goal-Setting and Planning**

February 13, 2019

---

cc: Dr. Daisy Gonzales, Deputy Chancellor  
Rhonda Mohr, Vice Chancellor  
Christian Osmeña, Vice Chancellor  
Dr. Alice Perez, Vice Chancellor  
Sheneui Weber, Vice Chancellor



# Academic Senate GP Report

Erika Torgeson & Tara Williams

*Feb. 14, 2019*

## **Recap from Fall 2018:**

- Meta-majors – concluding student feedback and results
- Concluded Faculty forums for Guided Pathways; informal discussions around GP, clarifying information, etc.
- Jasmine conducting classified open forums, similar to faculty forums and plan to continue this for Spring 2019
- Data Coaching job descriptions will be going out this week to see who is interested (check your emails for additional information) – 6 FT faculty were selected

## **Upcoming Plans:**

- Attended Institute #5 which focused on Teaching and Learning; Pillar #4 (Ensuring Learning) with Nicole Faudree and Tara Williams– discussion on how to redesign professional development offerings to focus on teaching and learning topics (whether an overview or discipline specific); building on existing CETL work; reworking opening day activities, integrated more CASL work; more information will become available as the semester continues
- Tara and Erika completed a site visit with Valencia College –discussed meta-majors; faculty leads; mapping; early alert; orientation process (notes are available that Erika can provide, but mostly information on the counseling perspective, onboarding new students, etc)
- Low attendance for Spring Guided Pathways FLEX workshops – had meta-majors; faculty forum; and general overview of GP (attendance was low in general)
- Jasmine will continue to facilitate classified open forums
- Small group from Meta-majors subcommittee will be revisiting School Meetings to share results from the student panels that Institutional Research conducted with over 200 students (Chemistry, Counseling, Math, Communication classes were involved) – spoiler...students liked a blended version.
- LEAP session #3 concluded Feb. 1<sup>st</sup> with a brief report out from each of the Solution Teams
- Student Success Leap Solution team is conducting a project to explore the launching of a student success team, logistics, people involved, etc.
- Paul, Tara, Erika, Preeta, and Debbie will be attending the Lead from the Middle conferences to assist with expanding guided pathway functions within each level of the college – March 14<sup>th</sup>-16<sup>th</sup>

**IE<sup>2</sup> Meetings every second Tuesday from 3pm-5pm in Mentry Hall 343 (new location)**

- Chair, CE Committee – The last three Fall 2018 CE Committee meetings scheduled in Nov and Dec were canceled primarily due to scheduling conflicts. For Spring 2019 the Committee is scheduled to meet eight times (twice per month) on Mondays from 1:30 – 2:30pm in BONH 330. The dates, agendas, meeting minutes, and supporting documents are all posted on the CE Committee Academic Senate website.
- DWM/SWP Update
  - DWM/SWP funding remains consistent for now but will likely be reduced in 2019/20 or 2020/21. Attached is a copy of the most recent local and regional budgets.
  - Projects:
    - LinkedIn/Lynda.com Keri is continuing to work with faculty and students to increase the use of LinkedIn and Lynda.com. More departments are getting on board with using these resources to support students and student employment. Departments are also creating LinkedIn Groups.
    - Websites The web designer contract was renewed for 2018/19 and I am working on a 2019/20 renewal as well. Part of the scope of work will be to assist with the migration of all the existing CE sites to the new platform. This is in addition to continually updating and maintaining the existing sites.
    - Videos The contract for video services was renewed for 2018/19 and I am working on a 2019/20 renewal as well. A list of the videos that have been developed to date or are in progress is attached. New to the current contract was the development of 30 second videos that can be used for social media marketing and for placement in the movie theaters. According to PIO, the 30 second videos are being released one a day through Facebook, Instagram, and Twitter in this order: Computer Networking, Land Surveying, Water Systems Technology, Welding, Sports Medicine, ASL, GMD, Photography, ECE, and Culinary. Additionally, the 30 second videos will be used for advertising at the local theaters over summer. We will put approximately 4 videos on rotation at a time. SWP will be funding the rotations.
    - CE Faculty Training by the Association of College and University Educators (ACUE) I am coordinating and orchestrating the ACUE training for the region which will begin next week with two separate Launch Events. There are a total of 54 faculty across six colleges in the region participating in the training. They have been divided into two cohorts. One cohort includes the 23 full and part-time COC faculty participating and the 8 AVC faculty. The remaining 23 faculty from the Ventura College

District and SBCC are in the other cohort. Jerry has already approved salary advancement credit for the full time faculty and I am trying to work with the part-time faculty union regarding equivalency to the Skilled Teacher Certificate for column advancement in their contract as well. As indicated on the regional 18/19 budget (attached), we are partially funding the training for this year. The region is providing the additional funds for the training. I am already working on a contract to run at least one more cohort for COC next year as funding will be available but it is uncertain beyond that point. So if you or anyone in your department is interested in this training, now is the time. Cindy Stephens will be the facilitator for the mostly COC cohort and Jennifer Garner from Ventura will facilitate the other cohort.

- Marketing We are continuing to work with Mark Perna from Tools for Schools (tfs). I am working with a pilot group of faculty chairs from both CE and GE disciplines on developing Career Trees and Copy Points. Additionally, Rebecca, myself, and Erika will be visiting all of the school meetings between now and middle of March to do a Mark Perna “road show” and to encourage faculty to come to the IAC meeting on March 15<sup>th</sup> where Mark will be presenting. There is much more going on than just the Career Trees and the Copy Points. A strategic marketing plan is being developed and structured to address all the various student populations including high school students and adults.
- Cybersecurity Ron McFarland had been hired as the regional project manager for Cybersecurity. Since his recent retirement, Paula Hodge has been working on finding a replacement for the remainder of the one year contracted position.
- Advisory Board Handbook I am currently working with Gary Quire and Larry Alvarez on the development of an Advisory Board Handbook. The draft handbook will go the CE Committee for review in March. After CE Committee approval, it will be brought to the full senate for review.

- Other CTE Liaison Committee Participation

SCCRC Meetings	Chancellors Taskforce on Workforce Development
Non-Credit Committee	DWM/SWP Meetings
Guided Pathways and Meta-Majors	Code Alignment Project
Perkins and	Academic Senate Meetings
CE Committee Meetings	Senate Executive Committee Meetings
IEPI PRT Meetings	Advisory Board Discussions Meetings
Regular meetings with Jerry	Regular meetings with Harriet
COCFA – Senate Meetings	

## CE Video Project Update – CE Committee Meeting 11

### Feb 19 Videos Completed to Date:

1. Photography
2. Sports Medicine
3. ASL
4. ECE
5. Business/Accounting
6. Computer Networking
7. Water
8. Land Surveying
9. Culinary
10. Graphic Arts
11. CE Overview
12. Welding
13. MLT
14. Paralegal

### Videos In Progress (2018/19 Contract):

1. Technical Theater
2. ID
3. Construction Management
4. Construction Technology
5. Hotel Restaurant Management
6. Business (not accounting)
7. Nursing
8. MEA (may be more than one video)
9. EMT

## SWF Regional 2017/2018

### COC Base Allocation (\$290000)

Cyber Security Project Manager (ends 6/30/2019)	\$ 161,000.00
Marketing	\$ 113,000.00
CTE <u>Liasion</u>	\$ 16,000.00
<b>Total</b>	<b>\$ 290,000.00</b>

### Incentive Funding (\$216202)

Advanced Manufacturing Program Development	\$ 216,202.00
Harriet Happel Project Manager	
<b>Total</b>	<b>\$ 216,202.00</b>

**\$ 506,202.00**

### Projects in Common

#### Job Developer

Kari Aaver \$ 112,000.00

#### Prior Learning Assessment

James Glapa-Grosslag Project Manager \$ 90,000.00

## SWF Local Allocation 2018/2019

(\$1,035,085)

### Full-time Faculty

Sylvia Duncan (Nursing)	
Samuel Bolanos (Computer Networking)	
Eric Arnold (Construction)	
Michelle Bustillos (Culinary)	
Ali Naddafpour (Business/Accounting)	
Christopher Boltz (Technical Theatre)	
Alisha Kaminsky (Career Counselor)	
Regina Balsberg (CTE Liaison)	
Christina Chung (Business Fall Only)	
Web Master (January - June)	
Nancy Sandoval (FT Classified)	\$ 609,909.60
Benefits	\$ 296,876.52
<b>Other Salaries</b>	
Data Coaches (January -June)	\$ 35,000.00
Conference/Professional Development	\$ 50,000.00
Holding	\$ 3,487.88
Indirect Support	\$ 39,811.00
<b>Total</b>	<b>\$ 1,035,085.00</b>

Incentive Funding (\$ 342,590)

### Adult Hourly Non-Instruction

Intersect Lab Technician (Start date 3/1/2019 - 6/30/20)	\$ 26,250.00
CRM Superuser (Start date 3/1/2019 - 6/30/20)	\$ 26,250.00
<b>Fringe Benefits</b>	<b>\$ 5,250.00</b>
<b>Career Coaches</b>	
7 coaches from 7/1/19-6/30/20	\$ 250,000.00
<b>Career Technical Student Organizations (CTSOs)</b>	<b>\$ 10,000.00</b>
<b>Consultants</b>	
Foundation for California Community Colleges WBL Pilot	\$ 20,000.00
<b>Other</b>	<b>\$ 4,840.00</b>
<b>Total</b>	<b>\$ 342,590.00</b>

# CURRICULUM COMMITTEE SUMMARY

February 21<sup>st</sup>, 2019

3:00 pm – 5:00 pm

Bonelli Hall 330

## Curriculum Committee Members

**Members Present:** Patrick Backes – Articulation Officer & Curriculum Analyst (Non-voting); Erin Barnthouse – Learning Resources; Mary Bates – Mathematics, Science and Health Professions; David Brill – Visual and Performing Arts; Steve Erwin – Admissions and Records; Tricia George – Humanities; Lisa Hooper – Faculty Co-Chair; Julie Hovden – Enrollment Services; Charlie Johnson – At large member (Substitute for Saburo Matsumoto); Susan Ling – At large member; Anne Marenco – Social and Behavioral Sciences; Jeremy Patrich – At large member; Carly Perl – Adjunct Representative; Garrett Rieck – Noncredit; Cindy Stephens – At large member; Omar Torres – Administrative Co-Chair; Lori Young – Business

**Members Absent:** Lee Hilliard – Applied Technologies; Kinesiology, Physical Education & Athletics - Vacant

NEW COURSE PROPOSALS – DISCUSSION OF NEED				
ART-270	Color Theory	C-ID Course (ARTS 270), fully transferable to the CSU system as lower division prep for the major in Art. Will be added to the Studio Arts AA-T Degree.	M. McCaffrey	TBD
GEOG-105	California Geography	C-ID Course (GEOG 140),	J. Patrich	TBD

-Motion to adopt the need for and conduct a full review of ART-270; Motion by Cindy Stephens, second by Mary Bates. All in favor: Unanimous, Lori Young was not present for the vote.

-Motion to adopt the need for and conduct a full review of GEOG-105; Motion by Julie Hovden, second by David Brill. All in favor: Unanimous, Lori Young was not present for the vote.

Art History	AA-T Degree	18 total major units based on state approved Transfer Model Curriculum (TMC), <b>new program SLO.</b>	M. McCaffrey	TBD
Economics	AS-T Degree	20 - 25 total major units based on state approved Transfer Model Curriculum (TMC), <b>new program SLO.</b>	G. Cruz	TBD
Metal Fabrication	Certificate of Achievement	<del>17.5 total certificate units, stackable to Welding AS Degree and Certificate of Achievement, new program SLO.</del>	T. Baber	TBD
Structural Steel Welding	Certificate of Achievement	<del>17.5 total certificate units, stackable to Welding AS Degree and Certificate of Achievement, new program SLO.</del>	T. Baber	TBD

-Motion to approve The Art History AA-T Degree; Motion by Mary Bates, second by Erin Barnthouse. All in favor: Unanimous, Lori Young was not present for the vote.

-Motion to approve The Economics AS-T Degree; Motion by Anne Marengo, second by Julie Hovden. All in favor: Unanimous, Lori Young was not present for the vote.

LESD-013	Jail Gangs	Course will no longer be offered.	K. Card	Fall 2019



## TECHNICAL CHANGES (COURSES)

ECON-202	Microeconomics	Removing ECON-201 as a prerequisite, adding MATH-070 or higher Math placement as a prerequisite (C-ID Requirement).	G. Cruz	Fall 2019
ECON-202H	Microeconomics - Honors	Removing ECON-201 as a prerequisite, adding MATH-070 or higher Math placement as a prerequisite (C-ID Requirement).	G. Cruz	Fall 2019
PARLGL-200	Paralegal Seminar	Adding PARLGL-104 as a prerequisite.	N. Faudree	Fall 2019

<del>COMS-105</del>	<del>Fundamentals of Public Speaking</del>	<del>Revised objectives and content.</del>	<del>T. Stokes-Rice</del>	<del>Fall 2019</del>
<del>COMS-105H</del>	<del>Fundamentals of Public Speaking—Honors</del>	<del>Revised objectives and content.</del>	<del>T. Stokes-Rice</del>	<del>Fall 2019</del>
<del>COMS-235</del>	<del>Intergenerational Communication</del>	<del>Revised objectives and content.</del>	<del>T. Stokes-Rice</del>	<del>Fall 2019</del>
<del>COMS-260</del>	<del>Communication and Gender</del>	<del>Revised objectives and content.</del>	<del>T. Stokes-Rice</del>	<del>Fall 2019</del>
ECON-170	Economic History of the United States	Revised objectives and content, updated textbook.	B. Su JR. Rodriguez	Fall 2019

ECON-170H	Economic History of the United States – Honors	Revised objectives and content, updated textbook.	B. Su/ JR. Rodriguez	Fall 2019
ECON-201	Macroeconomics	Revised objectives and content, updated textbook. <b>Changed prerequisite from MATH-060 to MATH-070 or higher Math placement.</b>	B. Su/ JR. Rodriguez	Fall 2019
ECON-201H	Macroeconomics – Honors	Revised objectives and content, updated textbook. <b>Changed prerequisite from MATH-060 to MATH-070 or higher Math placement.</b>	B. Su/ JR. Rodriguez	Fall 2019
ECON-291	Statistical Methods in Business and Economics	Revised objectives and content, updated textbook.	B. Su/ JR. Rodriguez	Fall 2019
PSYCH-104	Statistics for the Behavioral Sciences	<b>Units increased from 3 units to 4 units.</b> Revised objectives and content, updated textbooks.	N. Monosov	Fall 2019
SOCI-137	Statistics for the Social Sciences	<b>Units increased from 3 units to 4 units.</b> Revised description, objectives and content, updated textbooks.	A. Marengo	Fall 2019
SURV-105	Boundary Control and Legal Principles I	Revised objectives and content, updated textbooks.	R. Blasberg/ R. Koester	Fall 2019
SURV-106	Boundary Control and Legal Principles II	Revised objectives and content.	R. Blasberg/ R. Koester	Fall 2019
SURV-107	Construction Surveying	Revised objectives and content, updated textbook.	R. Blasberg/ R. Koester	Fall 2019
SURV-110	Computer Aided Drafting for Surveyors	Revised objectives and content, updated textbook.	R. Blasberg/ R. Koester/ X. Stack	Fall 2019
WELD-100A	Introduction to Metal Fabrication	<b>Course number changed (formerly WELD-092), course now CSU transferable. Units increased from 2 to 2.5.</b> Revised	T. Baber	Fall 2019

		description, objectives and content, updated textbooks.		
WELD-100B	Intermediate Metal Fabrication	<b>Course number changed (formerly WELD-093), course now CSU transferable. Units increased from 2 to 2.5. SAM Code changed from C to D</b> Revised description, objectives and content, updated textbooks. <b>Prerequisite will now be WELD-100A due to number change.</b>	T. Baber	Fall 2019
WELD-100C	Advanced Metal Fabrication	<b>Course number changed (formerly WELD-094), course now CSU transferable. Units increased from 2 to 2.5.</b> Revised description, objectives and content, updated textbooks. <b>Prerequisite will now be WELD-100B due to number change.</b>	T. Baber	Fall 2019
WELD-130	Welding Metallurgy	Revised objectives and content, updated textbook.	T. Baber	Fall 2019
WELD-131	Non-Destructive Testing	<b>Course number changed (formerly WELD-080), course now CSU transferable. SAM Code changed from C to D.</b> Revised description, objectives and content, updated textbooks.	T. Baber	Fall 2019

Welding Technology	AS Degree	Adding WELD-100A, 100B and 100C as core options, no change it total major units.	T. Baber	Fall 2019
Welding Technology	Certificate of Achievement	Adding WELD-100A, 100B and 100C as core options, no change it total certificate units.	T. Baber	Fall 2019

ECON-201	Macroeconomics	Changed prerequisite from MATH-060 to MATH-070 or higher Math placement.	B. Su/ JR. Rodriguez	
ECON-201H	Macroeconomics – Honors	Changed prerequisite from MATH-060 to MATH-070 or higher Math placement.	B. Su/ JR. Rodriguez	
ECON-202	Microeconomics	Removing ECON-201 as a prerequisite, adding MATH-070 or higher Math placement as a prerequisite (C-ID Requirement).	G. Cruz	
ECON-202H	Microeconomics - Honors	Removing ECON-201 as a prerequisite, adding MATH-070 or higher Math placement as a prerequisite (C-ID Requirement).	G. Cruz	
PARLGL-200	Paralegal Seminar	Adding PARLGL-104 as a prerequisite.	N. Faudree	
WELD-100B	Intermediate Metal Fabrication	Prerequisite will now be WELD-100A due to number change.	T. Baber	
WELD-100C	Advanced Metal Fabrication	Prerequisite will now be WELD-100B due to number change.	T. Baber	

**-Motion to approve all items on 02/21/2019 Consent Calendar except for the COMS-105, 105H, 235, and 260 course revisions; Motion by Mary Bates, second Jeremy Patrich. All in favor: Unanimous, Lori Young was not present for the vote.**

## Discussion Items:

- ENGL-101 Class Size Discussion: The Curriculum Committee supports the English Department's request for a lower class size for the 4 unit version of ENGL-101 and recommends a class size of not more than 27 students.
- Chair Report, Lisa Hooper
  - English 101 class size recommendation will be presented to the Senate at the next available meeting.

- Next year's revision list is quite large so please announce at division meetings. It appears some departments will be revising all their curriculum on the same cycle; we may want to encourage spreading it out a bit

### - Committee Priorities

1. Course Revisions – these MUST take priority; next year's revision list is large
2. New C-ID courses to create new Associate Degrees for Transfer
3. New courses in existing programs in response to demonstrable need
4. New courses and programs that have been approved by the Program Viability Committee
5. New courses and programs that have not been through the program viability process

-Tech Reviews. Thanks to those who completed them on the holiday week, please remember to type actual notes in the PDF program, rather than use the sticky notes; I cannot view them on all platforms. We need to add class size into our revisions under the "limitations on enrollment" field; if we do not they are going to get lost, this may require looking up the previous version CurricUNET. We need more committee members for the technical review process to work well. How should we expand? Proportional to curriculum items? Proportional to division size – by faculty number?

New Courses - Includes ISA's	-0-	Modified Non Credit Courses	-0-	Modified Prerequisites	7
New Programs – Including Noncredit	2	New DLA's	1	Deleted Courses	1
Modified Courses	19	New SLO's	2	Deleted Programs	-0-
Modified Programs	2	Modified SLO's	-0-	Proposals Reviewed in Technical Review Session	20
New Non Credit Courses – Including ISA's	-0-	New Prerequisites	3	Proposals Returned from Technical Review Session	4

## Program Viability Committee

February 21, 2019, 9:00 a.m. to 10:00 a.m.  
BONH-330

### SUMMARY

**Present:** Albert Loaiza, Chris Boltz, Wendy Brill, Rebecca Eikey, Omar Torres, Jerry Buckley  
Guests: Harriett Happel, Carly Perl, Jeremy Patrich, Sarah Ehram, Ron Fisher, Chuck Lyon, Garrett Riech

**Absent:** Lisa Hooper, David Andrus, Jason Burgdorfer

#### A. Routine Matters

1. Call to order
2. Public Comment
3. Approval of the Agenda – Albert Loaiza, seconded by Chris Boltz

#### B. Reports

1. Pilot Status Report Year 1 –Non-credit Career Skills, Wendy Brill, Garrett Riech

*There are eleven course and five non-credit certificates proposed. There are four CDCT non-credit certificates currently being offered now. The first year was on curriculum development. There are 8 classes that are running. These are only 8-hour classes. There are a total 21 Career Skills Non-Credit courses (this includes those being currently offered and those in the eLumen Curriculum development stage and additional ones not entered into eLumen).*

*Resource need – A full-time faculty member in non-credit. There was a presentation to Academic Staffing Committee for a FT faculty member in non-credit. It remains to be seen if the position will be recommended to be funded permanently. The FT temporary position this year has enabled the program to be successful. In the absence of a FT faculty position, there is concern about the ability for the program to continue to expand curriculum offerings and scheduling of courses. There would be a need to rely heavily on adjunct faculty for this program to continue.*

*There is a larger need for a staffing plan for non-credit, in general.*

#### C. Discussion

1. Physical Therapist Assistant Program Initiation, Sarah Ehram

At the October 18, 2018 meeting, the committee recommended that the author and administration secure a partnership with local clinical sites and return to PV Committee

- a) Letters of Intent – has been uploaded to PV Committee in Canvas.

*There are existing partnerships with the Sports Medicine program that have helped the author to establish expanded partnership with Physical Therapist Assistant program. There are two letters of intent:*

- *Vargo Physical Therapy, Inc.*
- *Henry Mayo Newhall Hospital with two locations of 7500 sq/ft and 3,000 sq/ft*

*Thus, there are three possible locations for conducting the labs. These labs would be conducted in the evening at these sites, since they are clinical/business locations.*

*There was discussion about the length of the lab courses and flexibility to offer at these locations. The locations are close to campus. There is understanding that even with the after hour schedules, that it is reasonable to offer these. In addition, West PE is to be remodeled.*

**Recommendation: Initiate as Pilot Status Physical Therapist Assistant Program – Motion by Albert Loaiza, seconded by Chris Boltz.**

*For CAPTE Accreditation requires a full-time Faculty Program Director to be hired 18-months before classes could be offered. Director of Clinical Education must be hired 9-months prior to the due date for the Reconfirmation of Intent with CAPTE. CAPTE requires release time for Director & Clinical Coordinator.*

*Thus, this full initiation of this program is contingent upon hiring of a FT Faculty Director. The next steps would be to ensure there is a presentation to Academic Staffing Committee, and the district would need to have formal recommendation for funding of this position.*

2. Process for Program Development including Labor Market Report, Garrett Riech  
Clarifying the process of obtaining a Center of Excellence Labor Market Report in the development of a new program proposal.

a) Draft of Program Viability Flowchart

*There is a need to help faculty understand what the process is for Program Viability and Curriculum development. The flowchart starts with “is this within the purview of non-credit?” Then which type of non-credit, CDCP or non-CDCP. There is enhanced funding and particular requirements for CDCP. Program Viability requires Labor Market Information (LMI) Report. To help with acquiring the data, Harriet Happel works with the Center of Excellence (COE). For the CTE programs, there is a need to have Regional Approval. The process has changed for Regional Program Review. There can be delays with getting the LMI Report with COE. The Region has introduced changes as of January 2019. Harriet first submits a Letter of Intent, which allows her to get the COE LMI Report. The local process for PV and Curriculum development happens. Then, the CTE Deans in the Region vote approval of the new program. The Chancellor’s Office is looking for confirmation of the Regional approval as part of the final approval of the curriculum.*

*There have been issues with the LMI data, that is why COE wants one person to request the data. Thus, Harriet is the one person for COC. There are a number of requests for LMI for COE from other colleges, such as Antelope Valley and Moorpark Colleges, so getting the data within 30 days doesn't always happen.*

*The Letter of Intent to the program requires the initiator to identify other programs in area colleges, DSN, TOP codes, SOC Codes, and 5 occupations related to the program.*

*For some of the non-credit programs, the LMI not always give the full picture of the need. The Advisory Boards are therefore useful in demonstrating the need.*

*ACTION: Harriet will identify which questions in the Program Initiation Form can be used for the request for COE. This will become the basis of Form 1 for PV Initiation. Then the PV Initiation Form will be modified as Form 2.*

3. Field & Nature Studies Non-credit Program, Jeremy Patrich, Carly Perl, & Garrett Riech

Initial discussion on a potential new non-credit program.

*The idea is to create a non-credit Field & Natures Studies program. They were able to find at least two CTE TOP codes to align with the goals for this program. There is intention to make this program short-term vocational. The committee agrees that the authors are on the right track with this new program proposal.*

#### **D. Announcements**

Program Viability Committee Meeting Dates for 2018-2019 Academic Year

- March 21, 2019, 9:00 am – 10:00 am, Bonelli 330
- April 18, 2019, 9:00 am – 10:00 am, Bonelli 330
- May 16, 2019, 9:00 am – 10:00 am, Bonelli 330

The Program Viability Committee is a standing committee of the Academic Senate. It is responsible for the evaluation of proposals to initiate, modify, or discontinue academic programs. The committee makes recommendations to the Academic Senate. Per the AP 4021, program initiation, modification and discontinuance proposals shall be submitted to the Academic Senate President *no later than the eighth week* of the fall semester.





# COLLEGE OF THE CANYONS ACADEMIC SENATE JOINT MEETING WITH EXECUTIVE SENATE AND CLASSIFIED SENATE

February 20, 2019

11:00 a.m. to 12:00 p.m., BONH-330

## **SUMMARY**

**Attendees:** Rebecca Eikey, Jason Burgdorfer, Pola Pardon, Michael Monsour, Justin Hunt, Regina Blasberg, Andrea Varney, Teresa Ciardi, Joy Shoemate, Fred Bobola, Marilyn Jimenez

### **A. Welcome and Introductions**

1. Call to order: 11:03 a.m.
2. Introductions where made.

### **B. Purpose of this meeting is to increase collaboration**

1. Discussed creating a joint collaboration document - to identify areas that overlap and develop a sense of how to make things work.
  - Increase understanding of each other's purview and their perspective roles.
  - Then two senates can merge on certain topics to advance those
    - March 19 - Classified Senate will have designees determined
    - March 14 - Academic Senate will have designees determined
  - Use of joint resolutions

### **C. Classified Senate-** has been in existence for about 8 years now

1. Their work has evolved in that time
  - Cultural change
  - Inclusiveness
2. Improve the participation of classified in governance
3. Their purview - is in Ed Code but not in Title 5
  - The statewide Classified Senate organization is working to define their 9+1 responsibilities
  - Classified now has a chair in Consultation Council
  - Identify best practices in terms of their responsibilities locally
  - October, COC classified will host a regional meeting - to develop and adopt 9+1 here and present to Board
  - Aims and goals are similar - in terms of planning of district and fair participation
4. To change culture so that they have ability to assist in the decision making

**D. Possible Collaboration** - where do the two senate intersect?

1. Improved participation in governance
2. Planning and staffing
3. Policy development
4. Campus Safety - could be a first joint area of collaboration
  - 5-6 pm special joint session with Classified Senate - hold in TLC/Library - Feb 28th.
  - Opportunity for the entire campus community to participate and provide feedback regarding the recent emergency campus lockdown.
5. Guided Pathways
6. Climate Survey
7. Evaluations

**E. Adjournment:** 12:10 p.m.

## **Academic Senate - College of the Canyons**

### **Draft Resolution**

#### **Vote of No Confidence - State Chancellor Eloy Oakley**

Whereas, California Community Colleges Board of Governors Standing Orders define the role of the Academic Senate California Community Colleges (ASCCC), Student Senate, and Consultation Council, including “representatives of selected community college institutional and organizational groups”, to be that “Throughout the Consultation Process, the advice and judgment of The Academic Senate will be primarily relied upon whenever the policy involves an academic and professional matter”;

Whereas, Chancellor Oakley has failed to properly and dutifully consult with and rely primarily on the ASCCC regarding matters within the purview of its expertise and charge in the development and implementation of recent initiatives including Vision for Success, Fully Online Community College, and Performance-based funding;

Whereas, Effective leadership of a vast, complex statewide public system requires all stakeholders to be deferred to and respected for their expertise necessary for the successful implementation of any top-down initiative and unilateral decision making by Chancellor Oakley runs contrary to the leadership required for and nature of public institutional administration and thereby has failed to properly represent the system he was hired to lead;

Whereas, Chancellor Oakley has irresponsibly publicly declared that the CCCs are failing our students without any measured and thoughtful recognition of ongoing, tireless efforts and success to the contrary; and

Resolved, That the Academic Senate of College of the Canyons affirms a vote of no confidence for the California Community College Chancellor, Eloy Ortiz Oakley and hereby transmit said resolution to the Santa Clarita Community College District Board of Trustees; and

Resolved, The Academic Senate of College of the Canyons sends this resolution and vote of no confidence in Chancellor Oakley to the California Community Colleges Board of Governors.

---

### **End Notes**

BOG Standing Orders

<http://extranet.cccco.edu/SystemOperations/BoardofGovernors/ProceduresStandingOrders.aspx>

Lack of transparency and consultation

<https://www.sacbee.com/news/politics-government/capitol-alert/article212964894.html>

Vote of No Confidence

[https://en.wikipedia.org/wiki/Motion\\_of\\_no\\_confidence](https://en.wikipedia.org/wiki/Motion_of_no_confidence)

Eloy - CCCs are failing our students

<https://edsource.org/2018/community-college-reforms-are-on-the-right-track/597973>

**Option 1:** Senate retreat scheduled during FLEX week. Adding August meetings for both Curriculum and Senate so that there is no Senate meeting during fall finals week. This proposes adding one additional meeting for both Curriculum and Senate during the spring semester.



Fall 2019				
Month	Curriculum I	Senate I	Curriculum II	Senate II
<i>August</i>	<i>Senate Retreat</i>	<i>Aug 15</i>	<i>BONH 330 3:00 pm to 5:00 pm</i>	
August	Aug 22	Aug 29		
September	Sep 05	Sep 12	Sep 19	Sep 26
October	Oct 03	Oct 10	Oct 17	Oct 24
November	Oct 31	Nov 07	Nov. 14	Nov. 21
Spring 2020				
Month	Curriculum I	Senate I	Curriculum II	Senate II
February	Feb 13	Feb 20	Feb 27	Mar 05
March	Mar 12	Mar 19	Mar 26	Apr 02
April	<i>April 6-12 Spring Break</i>			
April	Apr 16	Apr 23	Apr 30	May 07
May	May 14	May 21	May 28	

Note: Typically there are 14 meetings for both Curriculum and Senate.

**Option 2:** The senate retreat happens the first week of the fall semester. Senate meets during finals week of the falls semester. Spring semester meetings are not occurring during finals week.

## Curriculum and Senate Meetings 2019/2020

<b>Fall 2019</b>				
<b>Month</b>	<b>Curriculum I</b>	<b>Senate I</b>	<b>Curriculum II</b>	<b>Senate II</b>
<i>August</i>	<i>Senate Retreat</i>	<i>22-Aug</i>	<i>BONH 330 3:00 pm to 5:00 pm</i>	
September	Sep 05	Sep 12	Sep 19	Sep 26
October	Oct 03	Oct 10	Oct 17	Oct 24
November	Oct 31	Nov 07	Nov 14	Nov 21
December		Dec 05		
<b>Spring 2020</b>				
<b>Month</b>	<b>Curriculum I</b>	<b>Senate I</b>	<b>Curriculum II</b>	<b>Senate II</b>
February	Feb 06	Feb 13	Feb 20	Feb 27
March	Mar 05	Mar 12	Mar 19	Mar 26
April	Apr 16	Apr 09	Apr 30	Apr 23
May	May 14	May 07		May 21

**Option 3:** This is blend of options 1 and option 2 so that there are no meetings during finals weeks for either semester.



<b>Fall 2019</b>				
<b>Month</b>	<b>Curriculum I</b>	<b>Senate I</b>	<b>Curriculum II</b>	<b>Senate II</b>
<i>August</i>	<i>Senate Retreat</i>	<i>Aug 15</i>	<i>BONH 330 3:00 pm to 5:00 pm</i>	
August	Aug 22	Aug 29		
September	Sep 05	Sep 12	Sep 19	Sep 26
October	Oct 03	Oct 10	Oct 17	Oct 24
November	Oct 31	Nov 07	Nov. 14	Nov. 21
<b>Spring 2020</b>				
<b>Month</b>	<b>Curriculum I</b>	<b>Senate I</b>	<b>Curriculum II</b>	<b>Senate II</b>
February	Feb 06	Feb 13	Feb 20	Feb 27
March	Mar 05	Mar 12	Mar 19	Mar 26
April	Apr 16	Apr 09	Apr 30	Apr 23
May	May 14	May 07		May 21

**College of the Canyons**  
**Academic Calendar – 2019/20**

**Fall 2019**

Month	Event	Date
<b>August</b>	Professional Development Week (FLEX, Employees Only)	August 9-15 (Friday – Thursday)
	Mandatory Opening Day (Employees Only)	August 16 (Friday)
	First Day of Fall 2019	August 19 (Monday)
<b>September</b>	Labor Day Holiday	September 2 (Monday)
<b>November</b>	Veterans Day Holiday	November 11 (Monday)
	Thanksgiving Day Holidays	November 28 – December 1 (Thurs. – Sun.)
<b>December</b>	Last Day of Fall Semester	December 7 (Saturday)
	Campus Closed	TBD

**Winter Intersession 2020**

Month	Event	Date
<b>January</b>	New Year's Holiday	January 1, 2020 (Wednesday)
	First Day of Winter Term	January 6, 2020 (Monday)
	Martin Luther King Holiday	January 20 (Monday)
<b>February</b>	Professional Development Week (FLEX, Employees Only)	February 3-7 (Monday to Friday)
	Last Day of Winter Term	February 8 (Saturday - 5 weeks)

**Spring 2020**

Month	Event	Date
<b>February</b>	First Day of Spring Semester	February 10 (Monday)
	Lincoln/Washington Holidays	February 14-17 (Friday to Monday)
<b>April</b>	Spring Break	April 6-12 (Monday – Sunday)
<b>May</b>	Memorial Day	May 25 (Monday)
<b>June</b>	Last Day of Spring Semester	June 4 (Thursday)
	Graduation	June 5 (Friday)

**Summer 2020**

Month	Event	Date
<b>June</b>	Start of Summer session	June 8 (Monday)
<b>July</b>	Independence Day	July 3 - 4 (Friday- Saturday)
<b>August</b>	Last possible day of Summer Session	August 22

JR 03/19/2018

## BP 4030 ACADEMIC FREEDOM

**Reference:** *Education Code section 76120; Title 5 section 51023; Accreditation Standard I.C.7*

### A. GENERAL PRINCIPLES ON ACADEMIC FREEDOM

1. The free expression guarantee provided by the United States Constitution's First Amendment is vital to America's democracy; functioning of democratic institutions depends on the people's freedom to vigorously discuss, debate, disagree, challenge and dialogue on all topics of public concern.
2. To fulfill its civic and educational mission, an institution of higher education must encourage its campus community to comprehend and value the importance of the right of free expression to an open society and an educated populace.
3. Developing the critical inquiry and thought required for individual success and societal progress can only occur in an academic environment that promotes an open and free exchange of ideas and freedom of expression must, therefore, extend to students and faculty in an educational environment.
4. The College supports academic freedom for its faculty and students and encourages them to develop and accept opportunities for critical thinking and personal growth without compromising the respect to which all persons are entitled.

### B. ACADEMIC FREEDOM AND THE FACULTY

1. Academic freedom in the course of instruction means that District faculty may present and explore all issues relevant to their disciplines regarding the substance of each course's content. It includes the full scope of professional faculty obligations relative to assigning textbooks, presenting student learning activities, evaluating student performance or achievement, and participating in the academic life of the community.
2. Academic freedom also requires intellectual honesty and integrity, including the balanced presentation of any differing perspectives and interpretations that professional, disciplinary standards would require.
3. The District expects that faculty will maintain scholastic currency in their academic disciplines, and their capabilities as instructors within those disciplines.
4. The District recognizes that its faculty members are also private citizens who are free from censorship or discipline when speaking or writing as public citizens. Nevertheless, faculty should understand that the public may judge their profession and the District by their speech and writings. Thus, faculty who speak or write as a private citizen should be accurate, exercise appropriate restraint, show respect for the opinions of others, and **refrain from expressly or impliedly representing or suggesting that the District has authorized or endorsed the expression without the District's written permission.** ~~clearly declare that the faculty member is speaking or writing in a private capacity and~~



~~not on the District's behalf.~~ This provision, however, does not limit the right of faculty to publicly or privately comment on District policies, procedures, or practices, or to peacefully debate any subject of interest to the academic community or society at large.

5. As members of a profession that relies on academic freedom, all faculty members have an obligation to exemplify the highest standards of professional conduct and to promote an understanding of this principle to their colleagues, students, and the community.

### **C. ACADEMIC FREEDOM AND STUDENTS**

1. By engaging in academic study within the District, students should accept that they will study in an environment designed to present a full, open, and thoughtful range of academic insights, perspectives, and viewpoints and that they are likely to be exposed to conflicting and controversial views as a result.
2. Academic freedom allows students to take reasoned exception to the concepts and conclusions presented in any course of study in a manner that is consistent with the District's Code of Student Conduct. Students remain responsible, however, for learning the content of any course in which they are enrolled, and can expect to be tested on their knowledge of such information.

### **D. DISTRICT RESPONSIBILITIES AND SUPPORT**

1. The District is committed to the full support of the principle of academic freedom within all its activities.
2. The District supports the freedom of all faculty to inquire, to teach controversial content, to model and encourage critical thinking, and to present all viewpoints within each discipline.
3. The District supports the freedom of all students to inquire, access the full range of information available, explore difficult and controversial material, develop and practice critical thinking skills, and learn in a climate free of intimidation and conducive to the free exchange of ideas.
4. The District recognizes that the California Education Code grants faculty the right and the professional responsibility to assign grades free from political influence, intimidation, or legal threat.

### **E. ROLE OF ACADEMIC SENATE**

1. The Academic Senate shall establish a Committee on Academic Freedom to provide clarification and advice on matters relating to academic freedom.

**See Administrative Procedure [AP 4030]**

***Revised*** \_\_\_\_\_

## AP 4030 ACADEMIC FREEDOM

**Reference:** *Education Code section 76120; Title 5 section 51023; Accreditation Standard I.C.7*

### A. ESTABLISHMENT OF AN ACADEMIC FREEDOM COMMITTEE

The Academic Senate shall establish a standing committee to consider matters of academic freedom (hereinafter, “committee”).

### B. COMMITTEE MEMBERSHIP

1. The committee shall consist of at least three faculty appointed by the Senate for a term of one academic year, one of whom will be designated as Chair. The Senate may re-appoint members for subsequent terms.
2. At the request of the Senate, the committee, or any person or entity (including, but not limited to, any academic or non-academic department, school, or campus organization) having an interest in a matter under the committee’s consideration, the Senate may appoint a disinterested person with specialized training or expertise to serve temporarily as an *ex officio* (non-voting) advisor to the committee on issues within the appointee’s area of training or expertise.
3. The Senate will strive to ensure that the faculty committee members include full time and adjunct faculty to the extent possible.
4. Any committee members having a direct interest in a matter under the committee’s consideration shall disclose the interest and recuse themselves from participation in that matter and, in that event, the Senate may appoint a suitable replacement for the limited purpose of participating in the committee’s work on that matter.

### C. COMMITTEE WORK

The committee’s work includes (1) making formal recommendations on academic freedom matters to the Senate in relation to a dispute, controversy, or other matter including, but not limited to, an alleged violation of Board Policy 4030, (2) offering informal advice or guidance on matters of academic freedom, (3) undertaking initiatives to educate the campus community with respect to academic freedom, and (4) other activities relating to academic freedom assigned by the Senate.

1. Requests for Formal Recommendations: The Senate, a faculty member, a college committee, or an academic or non-academic department may ask that the committee provide its interpretation, clarification, analysis, or opinion on an issue directly or indirectly concerning academic freedom to the Senate (the “Matter”).
  - a. The Conditional Report: The committee shall, subject to the exceptions set forth in this procedure, provide a written report containing its interpretations, clarifications, opinions, findings, and/or recommendations

on the Matter to the full Senate, as well as the parties requesting the report, subject to any restrictions required by FERPA and other privacy rules and regulations (“Conditional Report”). The Senate may return the Confidential Report to the committee for its reconsideration, or further consideration, of any point raised therein or any related point. The committee shall begin its work with a presumption that a Matter justifies the creation of a Conditional Report but has discretion to decline to issue a Conditional Report if, after considering the Matter in light of the committee’s charge, it determines that the Matter either does raise an issue of academic freedom of such significance to warrant Senate involvement or that a Confidential Report is otherwise unjustifiable or unwise. The committee shall explain its reasons for declining to issue a Conditional Report, in writing, to the Senate President and the party or parties who initiated the Matter. The Senate may direct that the committee prepare a Conditional Report nonetheless.

- b. The Final Report. A Conditional Report is inoperative unless and until the Senate approves and adopts it, in whole, in part, or as modified, as its own final report on the matter (“Final Report”). A Final Report constitutes the studied interpretation, opinion, recommendation, and finding of the Senate on the Matter and is entitled to appropriate weight and consideration by all parties involved and the campus community as a whole. The Senate shall deliver a copy of any Final Report to the Chief Executive Officer, the Chief Instructional Officer, and to the party or parties who initiated the Matter.

- 2. Requests for Informal Advice or Guidance: At any faculty member’s request, the committee may provide informal advice or guidance, which will not require a Conditional Report or a Final Report, with respect to a matter of academic freedom (“Informal Matter”).

- a. Committee Discretion to Provide Advice: The committee shall retain discretion to accept or reject a request for informal advice or guidance on an Informal Matter.
- b. Requests for Confidentiality: The faculty initiating a request for advice or guidance on an Informal Matter may ask that the committee provide that advice and guidance confidentially. If the initiating faculty member requests confidentiality, the committee shall preliminarily and presumptively undertake all reasonable measures to maintain the confidentiality of the information disclosed to the committee and the committee’s advice and guidance. The committee cannot, however, maintain or promise to maintain confidentiality to the extent such confidentiality is made impossible, impracticable, unlawful, or violative of any other District policy and procedure. Furthermore, the committee has discretion to decide, after hearing the Informal Matter, that maintaining confidentiality would be harmful to the Senate, the campus community, or other faculty. In the event that the committee determines that maintaining confidentiality over an Informal Matter would be

harmful to the Senate, the campus community, or other faculty, it shall present the Informal Matter to the Senate President who may instruct that the committee either maintain confidentiality, to the extent allowable under this procedure, or prepare a Conditional Report.

#### **D. COMMITTEE PROCEDURES**

1. The committee shall operate in an open, collegial manner to the extent possible.
2. Decisions of the committee shall be made by a vote of a majority of its members.
3. The committee shall meet at least twice each semester but may meet as often as the committee determines is necessary to complete committee work.
4. The committee shall establish its own guidelines to govern committee meetings and operations including, but not limited to, setting meeting dates/times and establishing procedures for the intake of new requests for Formal Recommendations or Informal Advice of Guidance.
5. The committee will work with Human Resources, and other appropriate departments, to ensure that all parties' privacy, FERPA, and other related rights are respected.
6. The committee shall have wide discretion to consider, receive, and solicit information and evidence from outside sources, whether documentary or otherwise, to assist and inform its work and to affix weight and significance to that information and evidence. The committee's exercise of its investigatory and deliberative discretion shall be impartial and reasonable under the totality of the circumstances, as determined by the committee.
7. Before the creation of a Conditional Report, the committee shall provide notice of a Matter to any Administrator or Department Chair who the committee reasonably determines has, or may have, a direct or substantial interest in the Matter to allow those parties a reasonable opportunity to provide relevant documentary or other information regarding the Matter to the committee. To avoid undue delay, the committee shall have the discretion to establish a reasonable time limit for submission of such information. This notification requirement does not apply where the committee exercises its discretion to decline to prepare a Conditional Report or with regard to any Informal Matter.

*Revised* \_\_\_\_\_

# memo

To: Rebecca Eikey  
From: Gary Collis  
Date: February 22, 2019  
Re: Amanda Zunner-Keating

---

I'm drafting this memo in my dual role as Chair of the Ad Hoc Committee on Academic Freedom and as a member of the Policy Review Committee. I've written separately from the Ad Hoc Committee's Memo re the Amanda Zunner-Keating matter to express my thoughts about the Policy Review Committee's proposed revisions to BP and AP 4030 in light of what I learned as chair of the Ad Hoc Committee.

It is clear to me that the revisions to BP and AP 4030 are much needed and desirable. A standing committee on faculty academic freedom will provide a far faster and more effective avenue for the Senate to address academic freedom issues as they arise on COC's campus. As you know, it took many months to create the ad hoc committee that addressed the Amanda Zunner-Keating matter and many more months for the committee to organize, consider the issues, and craft a report. A standing committee would not only be able to act more quickly and effectively but, perhaps more importantly, it would establish a framework for COC faculty to develop much needed expertise on academic freedom generally. I've learned that fully understanding the scope and contours of academic freedom takes time and training. Members of ad hoc committees formed for specific purposes would be repeatedly required to educate themselves on the legal and professional elements of academic freedom. Those elements are often rather complex and not particularly intuitive. It seems that the Senate would benefit from having "experts," for lack of a better term, to provide reliable clarity and guidance on the topic.

It is, of course, difficult to predict precisely how much time a standing committee on academic freedom might be required to devote to addressing specific allegations of academic freedom interference on COC's campus. I suspect that COC's faculty is presently largely unfamiliar with the Senate President's ability to convene an ad hoc committee and, even if some are aware, they may be reluctant to trigger a cumbersome process except in truly serious situations. In other words, it's at least possible that COC's faculty may have more questions and concerns about academic freedom than we realize. Or, of course, maybe not.

Nevertheless, aside from remaining abreast of developments and trends regarding academic freedom and considering alleged academic freedom infringement, the proposed revised policy and procedure on academic freedom would task the standing committee with educating the campus community about the committee's very existence and academic freedom issues generally. I see this as equally as important as anything else a future committee may do. As you know, interest in academic freedom amongst academics is growing nationwide as changing technology presents new challenges with regard to recordings, "watch lists," online trolling, and whatnot. My impression, however, is that most faculty have a somewhat limited understanding of the meaning of "academic freedom" and how it impacts their teaching. Until I started reading about it, my own understanding was very limited indeed.

Finally, whether COC adopts the proposed revisions to BP and AP 4030 and creates a standing committee, I believe that the Senate should encourage the Professional Development committee to consider ways to promote greater understanding of academic freedom. I'd certainly be willing to help in that process as well.

Thanks for appointing me to chair the Ad Hoc Committee on Academic Freedom. It was a challenging and interesting experience.

# memo

To: Rebecca Eikey  
From: Ad Hoc Committee on Academic Freedom  
Date: February 22, 2019  
Re: Amanda Zunner-Keating

---

## **INTRODUCTION**

Pursuant to College of the Canyons Administrative Procedure 4030, the President of COC's Academic Senate, Rebecca Eikey, convened an Ad Hoc Committee on Academic Freedom to reach findings and make recommendations to the Senate with respect to the academic freedom rights of Professor Amanda Zunner-Keating ("the Matter"), an adjunct faculty member at COC. President Eikey appointed the following to serve on the committee: Gary Collis (chairperson), Paul Wickline, Wendy Brill-Wynkoop, and David Andrus. This memorandum constitutes the committee's report, as required by AP 4030, subd. (D)(1).

On October 8, 2018, the Ad Hoc Committee convened to discuss its mission, its procedures, and to review various documents relevant to the Matter including, *inter alia*, COC policies and procedures regarding academic freedom, student conduct, and harassment, the 1940 Statement of Principles on Academic Freedom and Tenure adopted by the American Association of University Professors ("AAUP") and endorsed by the Academic Senate for California Community Colleges ("ASCCC"), and the ASCCC's paper titled "Academic Freedom and Tenure: A Faculty Perspective," adopted in Spring 1998.

On November 19, 2018, the committee met with Professor Zunner-Keating to discuss the Matter. Professor Zunner-Keating provided the committee with documentary information relevant to the Matter, as more fully discussed below. Professor Lisa Malley, chair of COC's Department of Anthropology, also attended the meeting and provided the committee with insight into the Matter.

## **FACTS**

Professor Zunner-Keating taught a Physical Anthropology Lab (ANTHRO 101L) at COC during the fall semester of 2017. Among the course objectives for ANTHRO 101L, as set forth in the course outline of record ("COR"), is: "Measure, describe and compare skeletal materials or living subjects using metric, non-metric and anthropometric method within modern human variation, including applications in forensic science and the concept of race and ethnicity." The COR's Lab Outline states that students enrolled in the course will "[e]xamine the contemporary constructs and validity of the race concept

in modern humans.”

At the first class meeting, Professor Zunner-Keating distributed a course syllabus. The syllabus described Professor Zunner-Keating’s requirement that students neither demean nor stereotype others based on, among other characteristics, race. Moreover, the syllabus set forth disciplinary ramifications for students who engaged in such conduct including dismissal from class, loss of participation points, and referral to the Dean of Students.<sup>1</sup>

Professor Zunner-Keating also distributed, at the first class meeting, an approximately 300-page package of reading materials to the students. The packet included an 8-page essay titled “White Privilege: Unpacking the Invisible Knapsack” (“McIntosh Essay”) excerpted from a working paper titled “White Privilege and Male Privilege: A Personal Account of Coming To See Correspondences through Work in Women’s Studies.” The excerpted essay was written by Peggy McIntosh, then Associate Director of Wellesley College Center for Research of Women, in 1989. It was originally published in *Peace and Freedom Magazine*, July/August, 1989, pp. 10-12. McIntosh received a Ph.D. from Harvard University and is a prolific writer and speaker on matters of race and gender. Despite distributing the McIntosh Essay in the packet of reading materials, Professor Zunner-Keating never discussed the essay with the class, on the first day or otherwise.

On September 5, 2017, Lauren Cooley published an “exclusive” story on a website called “Red Alert Politics” titled “Professor: Use of ‘identity-based stereotypes’ will be punished” (the “Article”). Red Alert Politics ([www.redalertpolitics.com](http://www.redalertpolitics.com)) was, at the time, an online publisher of news and opinion with, by its own statements, a politically conservative viewpoint. It focused largely on “campus news” and its view that academics in the United States are excessively liberal in their political views. On November 1, 2017, shortly after it published the Article, Red Alert Politics merged with the Washington Examiner. The merger announcement on the website states: The Washington Examiner is a leading, national conservative publication while Red Alert Politics’ expertise lies in higher education and millennial news. This merger has come about in order to expand Red Alert’s reach and to bring a greater grassroots reporting on campus to the Washington Examiner.”

The Article highlighted (1) the statement in Professor Zunner-Keating’s syllabus that students may lose participation points and be referred to the Dean of Students for demeaning others based on identity-based stereotypes and (2) the distribution of the McIntosh Essay. Ms. Cooley opined that Professor Zunner-Keating “clearly doesn’t see the irony in punishing students who reference stereotypes while simultaneously stereotyping every white individual through the white privilege checklist.” Ms. Cooley’s

---

<sup>1</sup> Professor Zunner-Keating believes that the original source of this syllabus language may have been the chairperson of an academic department at Pierce College, an institution at which Professor Zunner-Keating also teaches.



allegation is seemingly derived from her opinion that the McIntosh Essay's discussion of racial privilege "stereotyp[es] every white individual."

Furthermore, the Article purported to quote a student "who wish[ed] to remain anonymous due to fear of retaliation" who accused Professor Zunner-Keating of stating "[o]n the first day of class that race and gender are both social constructs" and that Professor Zunner-Keating made students "repeat the latter back to her multiple times." The unnamed student allegedly said: "I can't help feeling that I'll be punished if I voice my conservative views .... I wouldn't be surprised if she thought all conservatives were racist, sexist, homophobic, bigots. I know my viewpoints aren't welcome here."

The Article was re-distributed, in whole or in part, across the internet on many websites advancing politically conservative viewpoints including The Daily Caller, a widely-read publication which studies suggest is read by millions of people each month. More than a year later, a Google search of Professor Zunner-Keating's name reveals dozens of websites discussing the Article or its content.

In the weeks and months after publication of the Article, Professor Zunner-Keating and her family were targeted online, through social media outlets, by aggressive, rude, vulgar, and sometimes flagrantly sexist commentary from strangers. The committee received and reviewed a sample of the disturbing comments that Professor Zunner-Keating retained. Professor Zunner-Keating explained to the committee that she did not save many additional, similar social media posts. This crude and frightening "trolling" caused Professor Zunner-Keating to delete her social media presence. The hate-filled commentary even appeared on a website that Professor Zunner-Keating established in connection with her recent marriage, causing her to partially disable that website.

After the online harassment began, Professor Zunner-Keating sought COC's guidance with respect to a response or reaction. COC advised Professor Zunner-Keating not to engage with the online trolls, apparently with a desire to avoid inflaming the online commentary.

None of the students enrolled in Professor Zunner-Keating's class complained to her – either privately or during class - about the anti-harassment language in her syllabus, the McIntosh Essay, any alleged suppression of speech, or any other mistreatment. Professor Zunner-Keating does not know the identity of the unnamed student in the Article.

## **DISCUSSION**

### **A. The Committee Has Received No Complaint About Professor Zunner-Keating**

The committee has not received a complaint about Professor Zunner-Keating from anyone whatsoever and is unaware of the identity of anyone having any complaint. Professor Zunner-Keating herself sought the Senate's consideration and assistance which, in turn, prompted President Eikey's formation of the committee. Professor Zunner-Keating told the committee that she hoped to receive a supportive statement from the Senate that she could use to explain the Matter in the future. Professor Zunner-Keating

is concerned about the Matter's impact on her professional career, particularly given her status as an adjunct instructor who regularly seeks teaching assignments at various institutions. The committee appreciates Professor Zunner-Keating's obvious concern that a future employer could view the online commentary about the Matter and, whether proper or legal, allow it to influence their views of her.

### **B. COC Promotes Academic Freedom**

COC Board Policy 4030 is an emphatic declaration of the college's support of the principle of academic freedom. The policy declares that academic freedom, in the context of instruction, "means that faculty members teaching in the District have the prerogative to present and explore all issues relevant to their disciplines which contribute to the education of students regarding the substance of each course's content and the student learning outcomes."<sup>2</sup> The policy further states that "[b]y accepting an academic course of study within the College system, students accept the principle that they will study in an environment that is designed to present the fullest range of academic insight in the subjects they are enrolled in, including contemporary and historical perspectives, and open, thoughtful examination of differing points of view in pursuit of knowledge within general and specific fields of study." While students may "take reasoned exception to the concepts and conclusions presented in any course of study," they are nevertheless "responsible for learning the content of any course in which they are enrolled, and can expect to be tested on their knowledge of such information."

Moreover, the ASCCC has endorsed the AAUP's Statement of Principles on Academic Freedom and Tenure. The Statement of Principles states that "[t]eachers are entitled to freedom in the classroom in discussing their subject, but they should be careful not to introduce into their teaching controversial matter which has no relation to their subject." This limitation, however, should not dissuade faculty from introducing relevant, but controversial, matter. Indeed, "[c]ontroversy is at the heart of the free academic inquiry which" the Statement of Principles defends.

### **C. Professor Zunner-Keating's Academic Freedom Rights Included Distribution of the McIntosh Essay**

The committee finds that Professor Zunner-Keating's academic freedom rights undoubtedly encompass distribution and discussion of the McIntosh Essay in connection with her teaching ANTHRO 101L at COC. The COR's Lab Outline plainly discloses that the course will "[e]xamine the contemporary constructs and validity of the race concept in modern humans." Professor Zunner-Keating explained that the McIntosh Essay does not stereotype racial groups and "has been used for generations as a jumping-off point for students to begin reflecting on the ways that their racial identities have impacted their daily lives." Professor Zunner-Keating believes that the McIntosh Essay is "useful in exploring the diverse lived experiences of different types of people." The McIntosh Essay, while perhaps unappealing to Ms. Cooley and/or the unnamed student

---

<sup>2</sup> The committee also notes that, aside from COC's Board Policy 4030, the right to academic freedom at a public institution of higher education is also firmly rooted in First Amendment of the United States Constitution and Supreme Court precedent. See *Demers v. Austin*, 746 F.3d 402 (9<sup>th</sup> Cir. 2014).

quoted in Article, is clearly relevant to the content that COC required Professor Zunner-Keating to cover in the ANTHRO 101L course. That the McIntosh Essay may have been controversial to some in no manner diminishes Professor Zunner-Keating's freedom to use it to address "contemporary constructs and validity of the race concept ...." Indeed, as the AAUP has explained, higher education cannot avoid, and often must embrace, controversial topics and matters about which thinking people may differ.

**D. Professor Zunner-Keating's Syllabus Included the Essence of COC's Anti-Harassment Policy**

With respect to the anti-harassment policy outlined in Professor Zunner-Keating's syllabus, the committee notes that COC Board Policy 3430 prohibits unlawful harassment, including harassment based specifically on nineteen characteristics (age, race, gender, disability, veteran status, gender identity, sexual orientation, et cetera). The associated Administrative Procedure 3430 defines harassment as including "[i]nappropriate or offensive remarks, slurs, jokes or innuendos" based on those characteristics. "Students who violate [BP 4030] and related procedures may be subject to disciplinary measures up to and including expulsion."

While Professor Zunner-Keating's syllabus does not recite BP 3430 and AP 3430 verbatim, the committee finds that the syllabus language prohibiting students from "demean[ing] or stereotyp[ing]" students based on "race, gender, ability, nationality, sexuality, or any other identity" captures the import of COC's anti-harassment policy, i.e., that students who harass others, including based on nineteen protected traits, may be disciplined. Although faculty may not, through their syllabus, implement disciplinary policies that contradict COC's own, the committee finds that Professor Zunner-Keating did not implement such a contradictory policy.

COC's BP 3430 and AP 3430 run six pages long. The committee sympathizes with the challenge of condensing and summarizing such a lengthy and detailed policy and procedure into a handful of sentences appropriate for a classroom syllabus without unintentionally altering the scope and effect of the policy and procedure. Furthermore, the committee also sympathizes with Professor Zunner-Keating's belief that expressly outlining the consequences of engaging in prohibited harassment in her syllabus is particularly important given the sensitive and controversial nature of many topics covered in ANTHRO 101L including, of course, studying "contemporary constructs and validity of the race concept ...." The committee finds that the *possibility* of classroom harassment while studying politically and culturally charged topics such as race and gender, although it did not occur in Professor Zunner-Keating's class in the fall semester of 2017, is obvious. Thus, Professor Zunner-Keating's belief that expressly drawing student's attention to the prohibition on harassment in the class she taught was perfectly reasonable and understandable.

**E. The Article Furthers A Choreographed Political Effort To Chill Faculty Exercise Of Academic Freedom Rights.**

The AAUP has initiated a campaign – One Faculty, One Resistance – to, among other things, organize faculty to combat a rapidly growing problem of orchestrated online campaigns of harassment against faculty. The AAUP has identified this online

harassment, which includes, among other things, trolling professors on social media and placing their names on “watchlists,” as “a significant threat to academic freedom.” The AAUP urges that institutions “condemn the targeted harassment and speak out in defense of the academic freedom of the targeted faculty member.”

The committee finds that Ms. Cooley’s article, which includes several factually inaccurate statements, is purportedly based on an unnamed student’s comments, and which discloses its overtly political narrative, is part of the orchestrated effort to intimidate college and university faculty throughout the United States that the AAUP’s campaign has highlighted. This intimidation effort has, unfortunately, visited COC through the attack on Professor Zunner-Keating. The attack is borne out of a belief that college and university faculty express politically-liberal viewpoints and suppress politically-conservative views. The correctness of that belief is beyond the scope of this committee’s charge. Regardless, Professor Zunner-Keating did not suppress the political viewpoints of her students but, rather, exercised her academic freedom to teach her students about race, which COC’s COR required that she do, by distributing relevant reading material on the topic. She did nothing more. She simultaneously reminded her students, through her syllabus, of COC’s prohibition on harassment on campus. Again, nothing more.

The committee finds that the Article, whether by design or otherwise, triggered a disgusting wave of vulgar, demeaning, and downright frightening commentary directed toward Professor Zunner-Keating and her family with the intent to chill her academic freedom rights and dissuade her from exploring complex and controversial issues concerning race in her classroom.

### **CONCLUSION**

The committee recommends that the Senate adopt a formal statement of support for Professor Zunner-Keating regarding the Matter.



## Chancellor's Office

---

Dr. Dianne G. Van Hook

February 14, 2019

**TO:** Ms. Nicole Faudree, Chair, Sabbatical Committee  
Committee Members:  
Dr. Jerry Buckley, Assistant Superintendent/Vice President of Instruction  
Dr. Chris Blakey, Chair, Philosophy Department  
Ms. Cindy Stephens, Chair, Early Childhood Education Department

**CC:** Dr. Rebecca Eikey, Academic Senate President

**FROM:** Dr. Dianne Van Hook, Chancellor

**SUBJECT: Additional Feedback on Your Recommendations**

### Overview

As previously indicated in my memo to you regarding sabbatical proposals which were included on the February 13<sup>th</sup> Board Agenda, herein is additional feedback for the committee.

### Additional Proposals Under Consideration

The proposal submitted by Pamela Williams-Paez, *Culturally Relevant Pedagogy Handbook*, directly relates to the **Pathways Initiative** and its foundation, EQUITY. After confirming that there will not be any 2019-20 Pathways funding to support any sabbatical proposals, I did speak with Dr. Ryan Theule and Dr. Diane Fiero to explore funding possibilities. As the proposal submitted by Dr. Williams-Paez relates to both the goals of IE2 and SEA, as well as our cultural diversity and equity areas of focus, I wanted the committee to know that we have identified funding from

the two sources referenced above to support this sabbatical proposal in the 2019-20 academic year.

Secondly, the proposal submitted by Tracy Sherard, *Best Practices for Teaching and Learning with Millennials* proposes to conduct research related to the goals of the **Pathways Initiative**. Since funding is not available from the 2019-2020 **Pathways Initiative** budget, I am working with Dr. Buckley in an effort to identify funds to support this proposal as well.

My goal is to include one or both of these on the March 13<sup>th</sup> Board of Trustees meeting agenda. I will personally be communicating with both of these individuals by next week to discuss my intent with them.

### **Moving Forward**

As was briefly discussed in an unrelated meeting, at some time, I would appreciate an opportunity to meet with the Sabbatical Committee to discuss the important work that this committee does and how we can collaborate to better support this important professional development opportunity in our district.

I am grateful for all of your hard work, and I thank you for encouraging and supporting our faculty to the benefit of access, success, and engagement of our students. And, I do agree with you - supporting sabbaticals is something that COCFA and I share in common.

I look forward to working with you as we move forward.

Thank you.

## **Academic Senate Elections Committee Procedures and Regulations (Proposal)**

### **Election Committee:**

1. Elections of officers and members of the College of the Canyons Academic Senate should be run by the Elections Committee.
2. This committee will comprise of three members reporting to the Academic Senate.
  - a. The Academic Senate will appoint the chair of the committee.
  - b. The Academic Senate President will seek ~~volunteers from the members of the Academic Senate and appoint them to the committee~~ **out faculty volunteers to serve on the Elections Committee which will be approved by the Academic Senate.**
3. The committee's duties include seeking nominations, running ~~the election~~ **elections, and** declaring the results to the Academic Senate.
  - a. ~~Nominations will be obtained from the appropriate faculty groups.~~
  - b. ~~Individuals may nominate themselves or another member of the faculty group may nominate a qualified faculty member.~~
  - c. ~~Individuals nominated should be consulted for approval before having their names on the ballot.~~
4. The committee will ensure that elections are held at appropriate ~~time~~ **times and in a timely manner.**
  - a. The eligible voters, per the Academic Senate Constitution, will participate in the appropriate election **which include nominations and voting.**
  - b. The ~~Senate~~ President and the ~~Senate~~ Vice President elections shall be ~~conducted during the 2nd week of the Spring Semester~~ **conducted no later than the 4<sup>th</sup> week of the spring semester of even years. A publicized call for nominations shall be sent prior to the conclusion of the preceding fall semester. The nominating period shall be open and extend until the conclusion of the second week of the spring semester. The Senate President and Senate Vice President shall be elected by a plurality of the tenured/tenure-track faculty. They will be elected for a two-year term. No restrictions shall exist in the number of terms served. (Section 6.A. of Constitution)**
  - c. The Division ~~or School Representatives~~ **Senators** elections shall be conducted in the respective divisions ~~or schools during the 4th week of the Spring Semester~~ **no later than the 6<sup>th</sup> week of the Spring Semester of even years. The School/Division Senators shall be elected by a plurality of the tenured/tenure-track faculty in their respective Schools/Divisions. They will be elected for a two-year term. No restrictions shall exist in the number of terms served. (Section 6.B. of Constitution)**
  - d. The At-Large Senator elections shall be conducted ~~during~~ **no later than the 8<sup>th</sup> week of the Spring Semester of odd years. The At-Large Senators will be elected by a plurality of the tenured and tenure track faculty. They will be elected for a two-year term. No restrictions shall exist in the number of terms served. (Section 6.C. of Constitution)**

- e. ~~Division Representatives and At-Large Senators will be staggered in alternate years.~~
- f. ~~Adjunct Senator Elections shall be conducted as early as possible in the beginning of each Fall Semester. Adjunct Senators will be elected during each spring semester after the Office of Instruction confirms teaching assignments for the subsequent fall semester. Adjunct Senators will be elected by a plurality of the adjunct faculty maintaining employment as adjunct faculty during the current Spring Semester. The Academic Senate may delay the election to the subsequent fall semester if course scheduling and enrollment matters deem it necessary to do so, and under such circumstances Adjunct Senators will then be elected by a plurality of adjunct faculty maintaining employment as adjunct faculty during the subsequent fall semester. (Section 6.D. of Constitution)~~ Adjunct Senators will be elected during each Spring semester after the Office of Instruction confirms teaching assignments for the subsequent Fall semester. Adjunct Senators will be elected by a plurality of the adjunct faculty maintaining employment as adjunct faculty during the current Spring Semester. The Academic Senate may delay the election to the subsequent fall semester if course scheduling and enrollment matters deem it necessary to do so, and under such circumstances Adjunct Senators will then be elected by a plurality of adjunct faculty maintaining employment as adjunct faculty during the subsequent fall semester. The Adjunct Senator will serve a one-year term. The Adjunct Senator must maintain his/her employment as an adjunct faculty member during his/her term of office. (Section 6.E. of Constitution)
- g. In any non-contested elections where there is only one candidate for a position, a formal ballot will not be needed unless requested by an eligible voting member for that respective election.
- 5. Elections will be conducted by the ~~Election committee~~ **Elections Committee** either by paper or electronic ballots.
- 6. The results will be confirmed by the Academic Senate ~~at the next Academic Senate meeting~~ **by the conclusion of the semester in which they are held.**

#### **Nomination Procedures and Regulations:**

- a. The nominating period shall be no less than two weeks in duration with the nomination period longer for both Senate President and Senate Vice President positions, see above.
- b. Nominations will be obtained from the appropriate faculty groups.
- c. All nominations must be done through the use of the Canyons email system. Nominations received by non-Canyons emails will not be accepted.
- d. Individuals may nominate themselves or another member of the faculty group may nominate a qualified faculty member only with the nominee's permission and with the nominee carbon copied on the nomination email.



- e. Nominees will be given the full nomination list.
- f. Individuals nominated should be consulted for approval before having their names on the ballot.

#### Election Procedures and Regulations:

- a. Candidates may provide a candidate statement that is single-spaced, in Times New Roman size 12 font, no more than ~~200~~ 400 words, and fits within half a page. Candidate statements will be formatted to the required specifications as needed. Candidates are not required to provide a statement as they are optional.
- b. Candidates will be given at least 5 business days to provide a candidate statement. (Business days are defined as Mondays through Fridays, not including Saturdays, Sundays, and holidays according to the academic calendar.) ~~Candidate statements must be received by the elections committee no later than 2 business day before the opening of the election or by the date and time set by the elections committee.~~
- c. Candidate statements will only be accepted by candidates and through the use of the Canyons email system. Candidate statements will not be accepted otherwise.
- d. Candidate statements will be compiled and sent out to eligible voters in random order, ~~by last name in alphabetical order~~, prior to or at the opening of the election.
- e. If an election has multiple seats for the same position, then eligible voters will be able to vote for multiple candidates equal to the number of available seats, no more than one vote per candidate.
- f. ~~The voting period will be held for a minimum of 5 business days and no longer than 10 business days.~~
- g. The voting period for elections involving only full-time employee voters will be held for a minimum of 5 business days. (Business days are defined as Mondays through Fridays, not including Saturdays, Sundays, and holidays according to the academic calendar.)
- h. The voting period for elections that involve part-time employee voters will be held for a minimum of 8 business days. (Business days are defined as Mondays through Fridays, not including Saturdays, Sundays, and holidays according to the academic calendar.)

#### Campaigning and Lobbying Rules and Regulations:

- The Canyons email system may not be used for campaigning or lobbying either by the candidate or any other college employee, except by Senate Elections to disseminate candidate statements to eligible voters.