College of the Canyons Academic Senate
February 20, 2020
3:00 p.m. to 4:50 p.m. BONH 330
AGENDA

Notification: *The meetings may be 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:
   - Academic Calendar Committee, Kelly Burke
   - Selection committees (pg. 3)
5. Approval of the Consent Calendar

Academic Senate Summary, Nov. 21, 2019 (pg. 4-12)	Curriculum Committee Summary, Feb. 13, 2019, (pg. 13)
	• *Note: Link to this summary is now available*
CASL/PR Summary, Oct. 9, 2019 (pg. 14-15)	Senate Executive Committee Summary, Dec. 3, 2019 (pg. 18-20)
CASL/PR Summary, Oct. 23, 2019 (pg. 16-17)	Program Viability Committee Summary, Nov. 21, 2019 (pg.21-28)

B. Reports (7 minutes allocated for each report)
These are informational items no discussion or action will be taken. However, clarification questions are welcomed.
1. Academic Senate Presidents Report, Rebecca Eikey
2. Career Education Committee Annual Report, Regina Blasberg & Gary Quire (pg. 29-34)
3. Academic Staffing Recommendations Report, Miriam Golbert

C. Action Items
Below are a list of items that the Senate will take action on. Discussion is welcomed by all attendees.
1. Gender Inclusive Restroom Resolution, Rebecca Eikey (pg. 35-36)
2. Discipline Memos from HR:
   - Kathy Bakhit, Revised Discipline Memo for (pg. 37)
   - Priscilla Benites, Mental Health Supervisor Discipline Memo (pg. 38)
3. Changes in Faculty Leadership roles (pg. 39)
4. Resolution to Designate the Canyon Country Science Lab Building to the Don Takeda Science Center (pg. 40)

D. Discussion
Below are items that the Senate will discuss and no action will be taken. Discussion is welcomed by all attendees.
1. Guided Pathways Scale of Adoption Assessment (SOAA) Review, Paul Wickline, Jasmine Ruys & Tara Williams. Links to Resources can be found on (pg. 41)
2. CAGP 2020-2022, Paul Wickline
   a. Project Overview & Application (pg. 42-44)
   b. Cohort One Application Final (pg. 45-46)
3. BP 4030 & AP 4030 Academic Freedom, David Andrus & Gary Collis (pg. 47-51)

College of the Canyons, 26455 Rockwell Canyon Road, Santa Clarita, CA. 91355

E. Unfinished Business

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

1. Senator Responsibilities and Communication, Rebecca Eikey

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

Existing Policies:
BP 4030 & AP 4030 Academic Freedom (Back in Committee per CPC)
BP 4240 Academic Renewal
BP 4233 & AP 4233 Attendance
BP 4300 & AP 4300 Field Trip and Excursions-*Update to title only*
BP 534 Field Trips and Excursions-Repeal
BP 7120 & AP 7120 Recruitment and Selection
Student Conduct (Phase 2 - BPs 5529 Student Conduct, BP 5530 Disciplinary Action & 5531 Due Process – Student Disciplinary Action)
BP 6700 & AP 6700 – Civic Center and Other Facility Use
BP 7250 & AP 7250 Administrative Retreat Rights
New Policies:
BP 3535 & AP 3535 Camera Policy *(new policy)*
BP 3725 & AP 3725 Information & Communication Technology Accessibility & Acceptable Use *(new policy)*
BP & AP 4231 Digital Badging *(new policy)*
BP 5517 & AP 5517 Student Clubs, Organizations, Extracurricular Activities & Travel *(new policy)*
BP & AP Covering Substitute Teachers *(new policy)*
BP & AP Freedom of Speech, Harassment (*new Policy*)
• BP 528 Student Rights to Expressive Activities
• BP 804 Distribution of Publications and Other Duplicated Material by Non-Students and Non-Student Groups
• BP 808 Non Student Speakers

H. Announcements

- Next Academic Senate Meetings March 5th, March 19th, April 2nd, April 23rd, May 7th & May 21st
- ASCCC 2020 Accreditation Institute, Feb. 21st – Feb. 22nd, San Diego Marriott, La Jolla
- ASCCC 2020 Spring Plenary Session, April 16th-18th, Oakland Marriott City Center
- ASCCC Career and Noncredit Institute, April 30th – May 2nd, San Mateo Marriott – SF Airport
- 2020 Faculty Leadership Institute, June 18th – June 20th, Marriott Newport Beach
- 2020 Curriculum Institute, June 8th - July 11th, Riverside Convention Center
- Academic Senate President & Vice President Nominations for next 2 year term
  - Note: The nomination period will remain open through the rest of the fall 2019 semester and the first two weeks of the spring 2020 semester, closing at 5:00 pm on Friday, 2/21/2020.
- At-Large position available for term (Spring 2020-Spring 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.

Selection Committee

First Name	Last Name
Anh	Vo
Ben	Riveira
Charlie	Johnson
Chris	Ferguson
Consuelo	Beecher
David	Andrus
Deborah	Klein
Dilek	Sanver-Wang
Heidi	McMahon
Hencelyn	Chu
Jason	Burgdorfer
Kathy	Flynn
Kathy	Kubo
Keith	Kawamoto
Marco	Llaguno
Mary	Corbett
Nicole	Faudree
Patricia	Foley
Phillip	Marcellin
Rebecca	Eikey
Robert	Maxwell
Sandy	Carroll
Sylvia	Duncan
Tara	Williams

Academic Senate Summary for November 21, 2019

Voting Members					
Senate President	Rebecca Eikey	X	Business Senator	Gary Collis	X
Vice President	Jason Burgdorfer	X	Learning Resources Senator	Ron Karlin	X
Immediate Past President	VACANT	A	At Large Senator	Garrett Rieck	X
Curriculum Chair	Lisa Hooper *via Zoom*	X	At Large Senator	Jennifer Paris	X
Policy Review Chair	David Andrus	X	At Large Senator	Erica Seubert	X
AT Senator	Regina Blasberg	X	At Large Senator	David Brill	X
MSHP Senator	Sab Matsumoto	X	At Large Senator	Mary Corbett	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	Carly Perl	X
Kinesiology/Athletics Senator	Philip Marcellin	A	Adjunct Senator	Aaron Silverman	X
SBS Senator	Rebecca Shepherd	X	X= Present	A= Absent	

Non-voting Members	
Joe Gerda	A
Marilyn Jimenez	X
Dan Portillo (Warren Heaton AFT Rep)	A
Dr. Wilding	A

Guest			
Jim Temple	X	Kelly Burke	X
Jasmine Ruys	X	Preeta Saxena	X
Tara Williams	X	Paul Wickline	X
Debbie Sall	X	Annie Effinger (ASG)	X
Claudia Acosta	X	Daylene Meuschke	X

A. Routine Matters
1. Call to order: 3:04 pm
2. Public Comment:
   - Students felt disappointed, angry and scared by the lack of response on behalf of COC in regards to the recent shooting at Saugus High School. There was a question regarding why the campus was not locked down even though other local high school campuses, including AOC, did. The switchboard office received various calls from students stating they were scared to visit the campus. Due to a lack of direction from the college instructors handled absences at their discretion. There was a request for a focus group.
3. Approval of the Agenda

- Request to remove item #1 BP 4240 (pg. 40-42) due the cancellation of the last Policy Committee meeting as a result of the Saugus High School shooting. Motion by David Andrus, seconded by Wendy Brill. Unanimous. Approved.
- Motion to approve the modified agenda with the understanding that D. #1 item has been pulled by Wendy Brill, seconded by Rebecca Shepherd. Unanimous. Approved.

4. Committee Appointments: none
5. Approval of the Consent Calendar
   - Motion to adapt the consent calendar by Wendy Brill, seconded by David Andrus. Unanimous. Approved.

Academic Senate Summary, November 7, 2019 (pg. 3-8)	Curriculum Committee Summary, November 14, 2019 (pg. 9-23)
Senate Executive Summary, November 5, 2019 (pg.24-25)	
Faculty Professional Development Committee (pg. 31-33)	Spring 2020 Flex Schedule Draft (pg. 26-30)
COC Advisory Board Handbook Draft, Nov. 7, 2019	Academic Senate Program Review & Budget

B. Reports (7 minutes allocated for each report)
These are informational items no discussion or action will be taken. However, clarification questions are welcomed.

1. Academic Senate Presidents Report, Rebecca Eikey
   - ASCCC Fall 2019 Plenary Update: Training was presented on Diversity/Equity and Anti-Racism. There was a resolution to try to develop more Anti-Racism trainings. There was a panel on faculty diversification. There may be changes to the EEO requirements soon. The Board of Governors adopted their own Equity, Diversity & Inclusion Statement back in September. ASCCC had a resolution for adoption to replace their Equity, Diversity & Inclusion Statement.
   - ASG Meeting Update: A resolution was passed unanimously in Support of Community on Campus & Equity Advocacy. ASG student rep Annie Effinger shared an update on both the Tree Project which will plant 50 trees around campus for the college's 50th Anniversary and Giving Tuesday created to collect donated food for the BANC Center.
   - Champions for Higher Education: COC has once again been recognized as one of the Champions for Higher Education for our excellence in transfer in terms of our ADT's. This is part of the Campaign for College Opportunity. The college was considered 2nd in terms of growth production of ADT's in the year 2016-2017.
   - IEPI Partnership Resource Team Update: The IEPI and the PERP visits resulted in the non-credit program expansion. This program allowed for faculty to be paid through stipends to help develop non-credit. In addition, a non-credit instructor Garrett Rieck was hired. The Chancellor requested an IEPI Partnership Resource Team to visit the campus to help support with in reach/outreach efforts and to improve internal communication. The Writing Meeting took place on Tuesday and Jim Temple is helping to lead the writing of what the plan will be. This will require the Academic Senate President's signature. This will come through the Senate Executive Committee meeting in December. Senate President can share the file documents upon request to anyone who would like more of an understanding of what the areas of focus and suggestions from the PERP Team.

2. Vice President/Academic Calendar Report, Jason Burgdorfer
   - The Academic Calendar Committee met to discuss the survey results. Students, classified and administrators were surveyed. Survey results demonstrate that faculty interest is the opposite of student interest. Each group which has been surveyed will go back to their constituents to collect some context regarding why groups voted in favor and against. It was not clear on the survey when exactly the fall break would take place. It was clarified that the fall break would take place between the 8th and 9th week. It is too late the change the calendar for FY: 21-22 as the calendar would need to be finalized by March and it is unlikely at this point. The FY: 20-21 calendar has already been adopted. The earliest a calendar new model would be for FY: 22-23. The calendar would need to be finalized by March of 2021 in order to change the calendar for fall of 2022.
3. Program Mapper Report, Paul Wickline, Jasmine Ruys, Erika Torgeson & Tara Williams
   - The Mapping project had been divided in terms of responsibilities and tasks. Erika and Tara have been working with faculty and faculty chairs on developing Program MAPs. Paul has been working with Concentric Sky in Bakersfield to begin the process of building Program Maps within the Program Mapper Tool.
   - **Overview of Program Maps:** Erika and Tara met with Department Chairs last week to work on building, refining and generating MAPs for both degree requirements and to talk about General Education opportunities. This was put into to place, added into a template, vetted through Academic Senate and approved.
   - Academic Program MAPs Website: Rebecca and Marilyn have worked on creating a clear website for the Academic Program Maps and incorporated the language that was approved by Senate in October 2019. The idea of the Program MAPs is to institutionalize this process in a more structured way in terms of how students, faculty and the community will have access to these MAPs. . The idea is to create digital Program MAPs that go beyond a PDF.
   - Concentric Sky in Bakersfield: Two years ago the Program Mapper was piloted by Bakersfield College, along with Concentric Sky, and became the leading college in the Guiding Pathways movement. There were three colleges who were part of wave 1. There was then a wave 2 invitation and COC was one of the colleges along with 20-25 other community colleges to join in. Bakersfield has called their Meta Majors the "Learning and Career Pathways," whereas COC preferred a more school focus. Students are then able to click on a "Learning and Career Pathway" to obtain additional information regarding that particular program. Paul provided an overview shared one example of an Academic discipline outlining the summary, CCCO CE video, eLumen information, Program Learning Outcomes, Salary, Growth and Careers. Bakersfield College also lists the CSU Transferable course allowing a student to click on the drop down menu to select either a CSU or UC Pathway. All courses which are required are identified in one color and those courses which are electives are then listed under a different color. Some of the GE courses will also list other electives which can meet that requirement. It was emphasized that faculty are interested in listing courses and options rather than having prescriptive choices. This can be built into a Program Mapper and can be program specific.

- The goal for spring 2020 is to have a vetting and an approval process come through Senate and Curriculum so that all the MAPs which have been developed can be reviewed and discussed. Once reviewed the MAPs would then go to Paul Wickline's office and the build process in Program Mapper can begin. The idea is to have this process in place by mid Feb. or early March. To goal is to have completed the building of the full-time MAPs by April 30th. Certificates and part-time MAPs could then be added. Research will be done to determine which 4-year universities are most students transferring too and put these schools as a high priority.
- **There were several questions regarding Academic Program Maps for Concentric Sky:**
  - *Question 1:* Can the Labor Market Information (LMI) date be turned off or on? It was clarified that this is default information and it is not clear if it can be turned off or on.
  - *Question 2:* This LMI data is nationwide and is not relative to the region or California; however, there is the ability to narrow down the data by region and state.
  - *Question 3:* Is it possible to add the toggle and add feature for short-term or part-time courses? Is there a button to add in the winter and summer sessions? A conversation still needs to take place to determine how this feature will function. As far as part-time MAPs they will be built out into eight terms. Most colleges are putting 1st term and 2nd term as opposed to fall and spring.
  - *Question 4:* Will there be QR codes? Bakersfield college currently allows students to click on "Print Program Map" and once the page loads a QR code will load on the top right of the page. Students can then scan the code to view the website using a mobile device.
  - *Question 5:* There was questions regarding the salary data and how different departments will interpreter this data.
- Special thanks was given to all who worked on the process of developing the Program MAPs. This item may come back as discussion if there are more questions that need to be addressed.

4. College Planning Committee (CPC), Claudia Acosta, co-chair
- The CPC has faculty representation from all the schools with the exception of Kinesiology. Claudia shared an update on the meetings which took place in the fall.
- CPT September 16 meeting update: Meeting covered strategic plan, strategic goals, assessing engagement and success. In addition, meetings discussed the regional Planning Retreat, (originally scheduled for Oct. 25th) re-scheduled for November 18th due to recent fires. The retreat focused on planning, key targets, action and priorities.
- Partnership Resource Team (PRT) Oct. 22nd meeting update: IE2 presented a report regarding the review of new goals regarding advancing the work of Canyons Completes. Omar also presented on the impact of dual enrollment on AA courses. There was also overview shared on the Program Review process.
- CPT November 18th Regional meeting update: This planning retreat meeting was led by Daylene and Ryan. The meeting reviewed planning and priorities, a copy of this presentation is available through CANVAS.

- CPT December 2nd meeting: The meeting followed up on the planning retreat and discussed a possible retreat in January. The meeting will cover an update on the PRT visit and share the Committee on Committees summary.
- Committee on Committees Nov. 12 & Nov. 18 meeting updates: Committee co-chairs from both the Collegial and Academic Senate sub-committees were present. Daylene shared an update on the Committee Survey. The Committee on Committee intranet website will also be re-designed. Several suggestions for improvements on the work of committees were shared, these include:
  - Create a process to notify Academic Senate sub-committees and College-Wide committees when a new committee is formed.
  - Using the committee re-alignment work and visit the status of counsels.
- There was a discussion regarding ensuring more committees are utilizing the intranet for posting meeting times, committee work, agendas and minutes. Currently only committee chairs have access to make changes. The intranet is not meant to replace the committee CANVAS site for housing documents. There is concern that committee information currently exists in too many places.
- The College Events Calendar was also discussed and several suggestions were made regarding creating an integrated college calendar. This has also been discussed in the Web Committee.

C. Action Items

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

1. BP & AP 5410 DSP&S, David Andrus, (pg. 34-38)
   - The adoption of this policy will be with the understanding that this policy will move next to the Board Agenda.
   - Motion to adopt BP & AP 5410 DSP&S by Wendy Brill, seconded by Erica Seubert. Unanimous. Approved.
2. Accommodating Intercollegiate Student Representatives Form, Lisa Hooper (pg. 39)
   - The form is not just for student athletes but also for students participating in contests and conferences, etc. There was a clarification made in that this form is for students to communicate to faculty at the beginning of the semester of scheduled events and also notify faculty when events are re-scheduled later in the semester. Any student participating in a team activity will now be required to submit this form, preferably during the first week of the semester, to their instructor. The form was created as a result of not having all faculty be as flexible during emergency events. This form is also an opportunity to collaborate with ASG, in an open forum, and have the student's voices be heard in terms of student needs.
   - Request for edits to the form were presented, which include:
     - Ensure any language referring to "team members" is broader.
     - Include in the 2nd paragraph, last sentence, the word "rehearsals" or "performances" after "competitive events."
     - Include language referring to events which may be re-scheduled due to unforeseen emergencies such as fires.
     - There was a suggestion to separate the form into two sections such as "a" and "b" or to include an "OR" to distinguish "pre-scheduled events" and "re-scheduled/mid semester scheduled" events.
   - The form will move to the Policy Committee to discuss specific implementation steps.

- Motion to approve the process of the form with requested language modifications by Wendy Brill, seconded by Jason Burgdorfer. The motion passed with 18 votes in favor, 1 vote against, and 2 abstentions.
- Roll call Vote:

- Andrus, David-AYE
- Blasberg, Regina- AYE
- Brill, David- AYE
- Brill-Wynkoop, Wendy- AYE
- Burgdorfer, Jason- AYE
- Collis, Gary-AYE
- Corbett, Mary-AYE

- Eikey, Rebecca- ABSTAINED
- Hooper, Lisa - AYE
- Karlin, Ron- AYE
- Llaguno, Marco-AYE
- Marcellin, Philip- ABSENT
- Matsumoto, Sab- NO
- Paris, Jennifer- ABSENT
- Pearl, Carly – AYE

- Rieck, Garrett- AYE
- Riviera, Benjamin- AYE
- Seubert, Erica – AYE
- Shepherd, Rebecca – AYE
- Silverman, Aaron – AYE
- Small, Jessica – AYE
- Torgeson, Erika- AYE

3. Guided Pathways (GP), Paul Wickline, Preeta Saxena, Debbie Sal, Erika Torgeson & Tara Williams
    - GP Organizational Chart
    - GP Organizational Chart Descriptions
    - Guided Pathways has been in place for about a 5 years. There was a need to create a Canyons Completes (GP) Organizational Chart to help demonstrate the various governing bodies and how they overlap and interact with each other. The organizational chart outlines the Operating Structures (Committees which are a part of GP), Communication (how GP work is being communicated), and Governance (Academic Senate, Classified Senate, etc.). The chart has been shared and discussed with various groups and is on its 9th revision. This chart also outlines the various GP institutional efforts, running parallel between the various groups. Many of the GP decision making ideas and work groups come out of the EI2 Committee. Currently there are various faculty and administrative co-chairs serving on this committee with Paul Wickline serving as chair. The GP Steering Committee provides feedback, works to eliminate barriers and reports out.
    - There was concern that the chart appears very hierarchical which is opposite of the idea of GP. The chart also does not demonstrate how the workgroups are flowing up but rather shows them flowing down. The chart lists the Operating Structure as top down with workgroups implementing the work. The manner in which the Governance is listed makes it appear very reactive.
    - Senate did take action on the organizational chart as the Senate body felt the chart was too confusing and unclear in terms of how governing bodies are outlines. Feedback was collected by the team and revisions will be made to the chart.

4. Adopt the "Monarch" butterfly as a symbol to show support for undocumented students, Rebecca Eikey
    - California Community Colleges Dreamers Project Complete Report
    - The new Dreamer's Together Website was shared. The website was created by both Jasmine Ruys and Michael Monsour. There is a new, mandated by law, Dreamer's liaison Jasmine Ruys. Professional Development Training will also be made available soon. Currently 45% of undocumented students could receive protection, beside the DACA students. The adoption of the monarch butterfly will help to raise awareness. There will also be point contact people available to help students. ASG has funds available to help support services for Dreamer students and to create a Dreamer's Center. The adoption of the monarch butterfly communicates that we are sensitive to the issue and that we

are open to developing as much support as possible.

- Motion to adopt the monarch butterfly by David Andrus, seconded by Erika Seubert. Unanimous. Approved.

5. Emergency Preparedness, Shelter in Place, All-College Drill, 3rd week of Spring 2020, Jim Temple
   - The Shelter in place drills may be a lock down drills. The drills will be conducted at both campuses targeting both morning and evening classes. The day time drill will take place on Wednesday, February 26, 2020 at 10:30am. The evening drill will take place on Thursday evening, February 27, 2020. The evening time drill will be based on the time the bulk of classes are scheduled. Drill dates/times will be made available via COC all.
   - Motion to approve the drills by Wendy Brill, seconded by Gary Collis. Unanimous. Approved.

D. Discussion

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

Motion to re-order the discussion items and move item #3 (Gender Inclusive Restroom Resolution) to be discussed before the (GP Scale of Adoption Assessment) by Rebecca Eikey, seconded by Wendy Brill. Unanimous. Approved.

1. BP 4240 Academic Renewal, David Andrus (pg. 40-42)
   - This item was pulled from the agenda
2. Gender Inclusive Restroom Resolution, Rebecca Eikey (pg. 45-46)
   - At the Equity Minded Practitioners group there was discussion regarding a lack of gender inclusive restrooms. There are currently four gender inclusive restrooms at the Valencia campus and there is one in the Student Health Center at Canyon Country. It was clarified that single stall restrooms have to have signage stating they are gender inclusive. This is also due in part to a recent law. This is a student success issue and this resolution aims to raise awareness. The hope is to see more gender inclusive restrooms in the re-design of some of the buildings. There was a request to install trash cans in the gender inclusive restrooms for sanitary supplies. There was mention that college campus is also supposed to have Lactation Centers for students by January 2020. Facilities is aware that signage needs to be updated. Once all signage is installed the campus maps will be updated. There is a possibility with converting the Towsley bungalow restrooms as gender inclusive. There was a suggestion to convert one of the two women's restrooms on the second floor of Hasley to a gender inclusive restrooms. This item will return in the spring as an action item and if approve Rebecca will read the resolutions to the Board of Trustees.
3. Guided Pathways Scale of Adoption Assessment (SOAA) Review, Paul Wickline, Jasmine Ruys, Erika Torgeson & Tara Williams
   - 2019-20200 Guided Pathways Scale of Adoption Self-Assessment Deadline memo (pg. 43-44)
   - Guided Pathways Scale of Adoption Self-Assessment (SOAA) Webinar November 2019 ADA
   - There is a deadline to have the Scale of Adoption go to the Chancellors office by March 1st. This discussion is for the Statewide $150 million Allocation Program. Paul shared the GP Scale of Adoption Assessment for 2019-2020 presentation. The college is currently receiving the year 2 allocation. The last submission and review by the Senate was in April of 2018. A budget breakdown from 2018-19 was shared as well as the purpose of SOAA. The scale of adoption assessment is now based on the Community College Research Center (CCRC). A list of draft timelines was shared including the deadline for Academic Senate which is February 20, 2020.

The Chancellor's office expects all 114 CCC's to submit their drafts by March 1, 2020. The idea from the Chancellor's office is that funding would only be needed for 5 years to get GP implemented and after that the plan would be absorbed in the college's budget. Several FLEX workshops will be made available for anyone who is interested in learning more.

- In February the SOAAA plan will be voted on by Senate and if approve it will then move to the Board of Trustees.

E. Unfinished Business

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

1. Senator Responsibilities and Communication, Rebecca Eikey

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. ASCCC Exemplary Award Process
   - Note: This item will be discussed in the spring to take action.
   - This will be expanding to the award process in general.

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

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- 2020 Faculty Leadership Institute, June 18th – June 20th, Marriott Newport Beach
- 2020 Curriculum Institute, July 8 to July 11, 2020, Riverside Convention Center

- o Academic Senate President & Vice President Nominations for next 2 year term
  - o Note: The nomination period will remain open through the rest of the fall 2019 semester and the first two weeks of the spring 2020 semester, closing at 5:00 pm on Friday, 2/21/2020.

II. Adjournment: 5:01pm

CURRICULUM COMMITTEE SUMMARY

February 13, 2019   3:00 pm – 5:00 pm   Bonelli Hall 330

Note: Due to the upcoming Lincoln/Washington holidays and a shortened workweek a link to this summary was made available on Tuesday, February 18, 2020. Thank you.

Link:
https://www.canyons.edu/_resources/documents/administration/academicaffairs/curriculum/CurriculumCommitteeSummary02-13-2020.pdf

CASL/Program Review Committee Minutes
October 9, 2019
BONH 330 1:30-2:50

Faculty Attendees (Voting members)	Jason Burgdorfer (PR chair), Nicole Faudree (CASL co-chair), Jeff Baker (CASL-Co Chari), Gary Quire (SB) Tony Law (Counseling); Kelly Burke (MSPH); Anh Co (MSPH)
Other Attendees	Kathy Bakhit (MSPH); Don Carlson (SB); Jenifer Smolos (Dean, VAPA)

Topic	Discussion/Conclusion	Recommendations/Actions/ Follow-up	
1. CASL/PR Consent Item: Minutes for September 25, 2019		Kelly Burke motioned Gary Quire seconded The minutes were unanimously approved.	
2. PR: - when does a program get a Program Review? Daylene, Jeff and Jason report out	Historically each department has performed a program review when they request a program review. Current Program Review models for departments with multiple programs vary, to reflect departmental culture and dynamics, as well as the institutional policy at the time of department creation or reorganization. There can be separate and yet, overlapping needs when considering Program Review elements as delineated in the PR tabs: Data Trend Analysis, SLOs, CE Addendum, Curriculum Scheduling, Facilities Staffing, Objectives/SWOT, and Budget. The differences and similarities in the elements of the PR are considered when deciding whether to create one programs review for departments with multiple programs. In order to determine whether programs that share prefixes of courses need separate program reviews, it is of value to consider the degree to which the related programs' needs overlap. Departments that separate their programs review on the basis of the different prefixes, find value in collecting and recordings the data separately.		

	While combined program reviews provide operational benefits, Varying degrees of success are reported in the multiple programs under a department model. Department chairs with related but separate programs, can develop a combined vision if they have a combined Program Review. But they get budgeting information for each program under one budget code, but not for each program. Mutual issues with combined or separate Program Reviews concern: • finding a balanced operational model • finding fair distribution ranking of priorities for different programs' needs The need for combined or separate program review, can be determined by providing the different departments with a recommendation based on the data from the PR's elements such as staffing, facilities needs etc.	The PR Chair, Jason Burgdorfer will provide a list of the Program Review elements such as TOP codes.
3. CASL – Website/faculty manual, continued	Main recommendations for website work included: • Move the historical information to a designated tab • Create an eLumen tab where all the eLumen user tutorial reside • Rename and merge Assessments guide • Redesign the ISLOs and other Learning Outcomes tab to include accordion type drop options, as found in the Academic Senate page • Rework the landing page to show tabs that lead to eLumen or print outs with instructions • Determine the audience for the Assessment background and Assessment creation The SLO coordinators will create a map of the website with the required changes and additions. The SLO technician, will work on implementing the changes.	
4. CASL- disaggregation of modality via eLumen	CASL recommends that the course data disaggregated by modalities is made available via eLumen SLO performance reports or Tableau data.	Kelly Burke motioned for the recommendation to be send to the Academic Senate Gary Quire seconded the motion. The motion was approved unanimously.
5. CASL- Non-department class in degree impact on PSLO assessment (Ex. Business ADT)	CASL's proposed timeline of completing the assessment cycle for all courses is Spring 2020. In Fall 2020 Academic Programs will look into the courses within their specific programs and see how they are impacting their student success. How would courses from different disciplines, included in the ADT, be handled as they relate to the Program SLOs Assessments?	This item will be discussed further at the next meeting.

CASL/Program Review Committee Minutes
October 23, 2019
BONH 330 1:30-2:50

Faculty Attendees (Voting members)	Jason Burgdorfer (PR chair), Jeff Baker (CASL co-chair; VAPA), Kelly Burke (MSHP), Erin Delaney (Humanities) Anne Marenco (SBS), Gary Quire (SB), Erika Torgeson (Counseling), Tara Williams (MSHP)
Other Attendees	Daylene Meuschke (AVP, IE)

Topic	Discussion/Conclusion	Recommendations/Actions/ Follow-up
1. CASL/PR • Consent Item: Minutes for 10.09.19 Meeting		Approved.
2.PR: **Modified Agenda Item: Curriculum Table in Program Review**	The agenda was modified to include a discussion item regarding modifications to the Curriculum Table in Program Review. The table would be uploaded in PR in excel format. The table would provide the department chairs with a tool, in PR Year Two, to reflect on their curriculum and view their list of major courses, and elective courses. Local GEs and the IGETS would have to come directly from the catalog. The table's functions are to: • Provide an example of what the listing of courses and electives courses looks like for a given program. • Provide up-to-date information about the connections of a specific course to the possible degrees or certificates. • Indicate the intent for the course: such as "Modify" "Archive", "Move to non-credit" and so on. The Table should be displayed for Year One with deactivated entry.	Daylene Meuschke will follow up with Patrick Backes in Academic Affairs regarding the GEs and IGETs.

3. PR: When does PR get a PR review	The Business Services Department request form used for new administrative departments/programs or when existing departments split budgets, could be used for academic programs that have their own TOP codes and their own budgetary items within a program. Issues to address: • How will the form be used for individual courses that have their own GL or their own TOP codes? • How are funding requests delineated for programs that share the same prefix? These issues are handled differently across different departments. The solutions are based on standardized or informal agreements between the different programs regarding the budgetary allocations. Another consideration would be to identify the staffing needs for programs within programs, and account for differences between the minimum qualifications for faculty, and full time vs. part time ratio. The challenges are: • What is the definition for a program • When is a budgetary split recommended from the bigger program to which they belong? The committee recommends taking this topic to the IAC and department chairs.	
4. PR: Closing the loop on budget, staffing and faculty requests recorded in PR	The status of funding requests in Program Review is usually available at the end of the cycle after the adopted budget is posted in April. The PR process should have requirements for embedding approval status information in PR, to include signatures, dates and reasons for the approval or denial.	This item was briefly introduced, and it will be brought back for further discussion.
5. CASL: Non-department class in degree impact on PSLO assessment (Ex. Business ADT).	The challenge in completing assessments of PSLOs would be -Logistic –how do you coordinate with other programs -Curricular implications If the program does not have a capstone course that assesses the course, students could take an assessment that measures the program SLO? The interdisciplinary curriculum coordinators can hold loop-closing discussion for the Program SLO, and that discussion may be relevant for ADTs. A shared rubric help in assessing the whether or not the students have met the PSLO requirement?	Committee wanted to continue the discussion further at the next meeting.
6. CASL: Updating the Student Learning Outcomes Faculty Manual from May 2010		This item was introduced but tabled to November 13, 2019 meeting.

COLLEGE OF THE CANYONS
ACADEMIC SENATE
EXECUTIVE COMMITTEE MEETING

December 3, 2019
10:00 a.m. to 11:00 a.m.   BONH-330
SUMMARY

Attendees: Regina Blasberg, David Andrus, Wendy Brill, Lisa Hooper, Jason Burgdorfer, Nicole Faudree, Rebecca Eikey, Marilyn Jimenez, Miriam Golbert (*via zoom*), Dustin Silva (*via zoom*)

A. Routine Matters
1. Call to order: 10:08 am
2. Public Comment: none
3. Approval of the Agenda: Motion to approve the agenda by Wendy Brill, seconded by David Andrus. Unanimous. Approved.

B. Reports
1. Guided Pathways Report, Rebecca Eikey
   - Erika Torgeson has resigned as Guided Pathways Student Services liaison. Garrett Hooper in Counseling will replace Erika as the GP liaison to finish up the year. Tara Williams will remain as the Guided Pathways Instructional liaison.
   - There will be a FLEX presentation available every day for Q&A regarding the SOAA self-assessment. The FLEX sessions will ensure equity is interwoven.
   - Academic MAPS were approved in Senate and as result this will increase the work load of the Articulation Counselor, Julie Hovden, who is serving on the Curriculum Committee. Her re-assigned time will be increased to 40%. The Articulation officer will verify that the MAPS conform to the program which is cataloged in the Chancellors Office. A CANVAS shell has been created so that faculty or the TA's have access to the MAPS. An addition or modification to a course triggers an automatic program MAP change or review. Curriculum needs to have a role in process. This may

be a discussion which will need to come to Senate.

C. Action

1. Dreamers Together Taskforce, Rebecca Eikey
   - Note: This item will be discussed with the knowledge that action will be taken.
   - No action was taken for this item.
   - Rebecca did an update at CPT. Jasmine Ruys is now the administrative co-chair this taskforce due to her currently being the Dreamer's liaison for the college. Three areas were identified needing progress and improvement. Those areas include "Raising Awareness", "Providing Resources" and "Collaboration." Each of these areas will include strategies on how to support faculty, staff and students. There is also a need for an Advisory Committee with community members and students to determine what the actions will be in regards to the website, training, workshops and legal panel in the spring. Adjunct instructor Esther Villegas has a FLEX presentation on Friday called "The identities of undocumented students from masked to unmasked."
   - Current laws states CCC's should have policies in place for protecting student data. Rebecca will meet with Jasmin Ruys and follow up with David Andrus.

D. Discussion

1. Partnership Resource Team (PRT) update, Rebecca Eikey
   - [California Community Colleges/IEPI PRT Plan, Dec. 2, 2019](#)
   - The first part of the plan is for outreach to help develop a Customer Relationship Management system. There is also a student resource guide. As part of the Perp Development process the team provided some ideas to include in the plan. The team then divided in smaller sub-groups and created the action plan.
   - The following suggestions were discussed to include in the plan:
     - Bring in an outside entity to conduct a climate survey. The outside entity needs to create an action plan. Funds then need to be allocated to implement an action plan. The action plan must also be agreed upon.
     - Section E. should be removed as this area needs to be work on separately.
     - A separate meeting needs to take place with more faculty and those identified on the plan as the "Responsible Person."
   - The action plans and objectives are flexible and can change so long as it matches the original intent of the request. The emphasis is on appreciative inquiry to help identify what is currently being done and which areas could be improved.

2. Statement on Plagiarism, Rebecca Eikey
   - Academic Senate [Statement on Academic Integrity at College of the Canyons](#), Approved by Academic Senate May, 2010

- Discussion needs to take place regarding what support services are being provided to train faculty on what defines plagiarism. Should assignments be changed? An Ad-hoc committee will be formed in the spring to being these discussions. A list of research will be collected regarding which groups of students are more prone to making plagiarism mistakes.

3. [Resolution to name the new Science Building at the CCC after Don Takeda](#), Rebecca Eikey
    - The Biology department faculty would like to name the new science building at CCC after Don Takeda. Don Takeda is the longest standing faculty member of the institution who was hired back in 1973. Another idea was presented regarding having a commemorative plaque in the entrance to the building.
    - However, the goal is to pass the resolution both at COCFA and Senate. The draft resolution was discussed in the COCFA Rep council meeting. An electronic petition will be sent to all full-time and adjunct faculty to collect signatures from those in support. The resolution will be listed as a discussion item on the first senate meeting scheduled for Feb. 20th. The resolution will also be discussed at the Feb. 19th Rep Council meeting. In addition, discussion will take place regarding a possible joint resolution with ASG. The By-Laws allow for a resolution to be adopted after one read [“if extenuating circumstance exist.”](#) Due to building completion estimated around May 2020 the one read seems justifiable. Once passed Rebecca will read the resolution to the board.

E. Adjournment: 11:07 am

Program Viability Committee Summary

November 21, 2019, 8:30 a.m. to 10:30 a.m. BONH-330

Members present: Garrett Rieck (Committee Chair), Albert Loaiza (Counseling Rep), Christopher Bolts (Theatre/CTE Rep), Wendy Brill (Photo/COCFA Rep), and Jason Burgdorfer (Program Review/MSHP)

Guests: Rebecca Eikey (Academic Senate President), Kathy Bakhit (Interim Dean Business & Applied Tech), Harriet Happel (CE Dean), Omar Torres (AVPAA), Lee Hilliard (Applied Technologies), Nicole Faudree (Business) *(via zoom),* Samuel Bolanos (Applied Technologies), Marilyn Jimenez (Academic Senate Administrative Assistant), Alan Strozer (Computer Applications & Web Technologies) and Christina Chung (Business)

I. **Routine Matters**
    1. Call to order: 8:33 am
    2. Approval of the Agenda: Motion by Wendy Brill. Unanimous. Approved
II. **Reports**
Chair Updates:

   1. MakerSpace:
        • There will be no update due to additional information needed. Folsom Lake College was invited to visit the campus to discuss their [Makerspace program](). However, there is no Makerspace designation or top coat and instead the program is housed under Engineering Technologies as credit only. The Design Thinking courses they offer are specifically for Production Management jobs in Manufacturing. Until a decision is made regarding which direction the program at COC is moving in, the program will be tabled. Based on the work by Jason Oliver the program may be more of an Integrated Learning category. In program Review there is a request to have Civic Engagement and Community Base Learning become one department. This item will return in February.
   2. Recreation Management
        • Brittany Applen is heading this effort and still needs to make contact with local organizations, parks and recs, establish an advisory board and COE Report with Labor Market Data. In addition, Brittany needs to speak with Chuck Lyon and Howard to receive their approval. She has been working with Leora Gabay, current full-time faculty member teaching in Kinesiology and Recreation Management. Leora has been working with Brittany to do all the 5 year course revisions. There is concern that the advisory board will be put together by the end of the year. A letter of commitment is needed. Leora and Brittany will return with updated information at the first meeting in spring.

Pilot Status Reports:

   1. Christina Chung – Human Resources Academy

- The Human Resources Academy program consist of three certificates with a total of 7 courses.
  - **Gateway Human Resources Assistant Certificate**: Includes three courses and is geared towards people who want to get their foot in the door as a Human Resources assistant.
  - **Supervisors Roadmap Certificate:** Consists of two courses and is geared towards supervisors and those who want to get into a leadership role. This certificate requires an understanding of employment laws and how to work with people.
  - **Human Resources Professionals:** Consist of two courses and is geared towards those who currently work in the field of Human Resources but wish to move up to hire a position.
- Both local and state approval has been received. The first two courses where launched in October and were available online. 30 students finished and passed the course. There is a third hybrid course with about 25 students. Second and third certificates will begin in the winter term and continue onto the spring semester.
- Communication has taken place with ISA partners due to an interest to provide professional development training for civilian officers. Planning is currently taken place with LA County Fire and LAPD.
- Christina is meeting with the chair of the Professional in Human Resources Association (PIHRA) who will get the word out to all HR professionals and encourage their supervisors to take that next level of coursework. Christina is also in contact with Sue Arellano who is the head of the SCV Economic Development Corporation who will be forwarding the schedule of courses to all the employers she connects with. This program provides hands on experience which can be brought back to the workplace. This program is a great example of a short term vocational program which was build due to local business demand.
- **Challenges:** The transition from the online to the hybrid was confusing for students and students ended up signing up for all three courses. Christina worked with those students who needed to miss class due to their work schedules. It is difficult to schedule a course completely online due to the hands on work. Some courses meetings could be held through zoom. There is also the option to post on the schedule of classes which dates the class is going to meet synchronously. It was suggested to only offer this option for the third class and it may be confusing if done for the first class. The next two certificates will be offered in hybrid format.

2. Nicole Faudree – Cooperative Work Experience (CWE)
   - **Background Information:** CWEE was an existing program before the Academic Department was created. Both the Academic and the Student Services were run by one faculty director, Stan Wright. Stan Wright moved into the Business Department and the program was taken over by a non-instructional Dean who had no prior experience teaching. It is important to keep in mind the 10+1 requirements of program review and curriculum evaluation and that they are overseen by a faculty member. Nicole is the longest serving faculty member in CWEE due to being part of the Paralegal Program as it is important for Paralegal

to obtain real world experience. There are two CWEE programs, CWEE-188 (Paid) and CWEE-186 (Unpaid).

- **Challenges:** There have been no real challenges other than a slow enrollment. Enrollment picked up for the fall semester however it is still behind in comparison to 2-3 years ago. Another challenge was whether it is still an academic department or merged as part of Student Services. Students must register for the exact code whether it is paid or unpaid for the number of units. It is also challenging when working in eLumen as it is built by sections. There is a part-time faculty who teaches most of the courses and there are 30 sections in which grades need to be entered into. Cynthia Nelson is currently only at 72% and there is a need for a full-time internship representative. This will be asked for in the program review. Cynthia currently does both the student services and adjunct piece and has been a great liaison to the academic side of the program.

- **Rotational Internship Prototype Model:** This prototype will begin in January. The student will be able to sign up for CWEE for the spring semester but the internship itself will run for over the period of 18 months with Honda Performance. Students will have the opportunity to work in 4 different departments. Students will rotate every 4 months.
- **Advisory Board Meetings:** For those departments which currently do not offer a CWEE course, the Advisory Board Handbook includes a suggested agenda item which is to discuss with industry members internship opportunities. Student Services also worked with the Honda Performance to review over 15 sections. A review was done relating to identifying a particular skill set and determining what sections would meet that skill set. Honda Performance did a road show for all of those sections.
- **Job Speeker:** This is a new Client Management System which helps with integration in terms of tracking from traditional workplace learning to the internship and then to the job placement part.

3. Alan Strozer – Computer Applications & Web Technologies (CAWT)
   - The pilot program consist of two degree certificate programs. Both programs are interdisciplinary.
     - **Web Development:** This program incorporates classes in Computer Science, Web Publishing and Design and GMD. This program has 34 units. With 9 core course, 10 units of electives and the Web Publishing & Design.
     - **Web Publishing & Design:** This program focuses on Front End. This program has 35 ½ units.
   - The programs were not officially approved by the state until early last year. Therefore, it was too late to incorporate into the schedule and recruit instructors to teach the program. The program was first offered in the fall of 2018 and an adjunct was recruited to help teach the course. There are two students who have completed the AS Degree program in Web Development.

The appendices and data from A&R and IRD was provided. Currently there are 21 active participants in the Web Development degree program and 14 in the Web Publishing & Design. There is a smaller program being offered which is a:
- **Certificate of Specialization in Website Design:** This program is being kept during the transition period until the pilot program becomes permanent. This program is useful in that once students participate in the program they are then interested in pursuing the associates degree.

- **Challenges**:
  - **Need for more instructors**: One instructor was hired in fall 2018 to teach core courses. A second instructor was hired to teach on campus. A new Prototyping course has been created and an instructor has been hired to teach this course.
  - **Offering courses online:** The goal is to offer the entire program online. Most students are older with full time jobs and are interested in the degrees for promotional opportunities within their current jobs or to freelance. Most of the GMD courses are offered during the day. Discussion will take place to offer some courses online.
  - **Outdated Textbooks**: Textbooks are no longer working well due to the information changing so quickly. For example, in Photoshop, the program is offered on a fee based subscription and is constantly being updated. Instructors are then having to update their assignment instructions and instructional videos. There is a possibility of connecting with OER. It was emphasized that with utilizing OER revisions it may take a long time. Adobe resources are being used. The new WordPress course Lynda.com has been utilized and has worked well as the material has not being updated as frequently. Reference books have been utilized in the past were students can learn how to complete a tasks quickly. Some of the instructional videos also do not cover the material needed therefore instructor are creating their own videos.
  - **NC.VOC Photoshop courses**: Most Photoshop videos cover only photography techniques. The photography program has Photoshop courses online for any students who are interested in learning about Photography. Revisions took place this semester for the non-credit Photo courses are in however, the state local approval isn't official yet. The goal is to offer these courses in spring 2020. These courses will exist in more than one department. Informational sheets can be created for Photo, GMD, MEA, CAWT & ART to communicate to students the possible job opportunities which exist and what courses are available.
  - **Need for more computers**: There is another issue with having sufficient number of computers in the TLC. There are currently only 5 computers which have Photoshop installed.
  - **Automatic updates issue:** Computer automatic updates are not synchronizing across all campus computers such as those in the TLC and ASG Labs. IT has stated that due to the new licensing agreement there is not much they can do. Students are now having to log in with their own ID every time they want to use the software.
- **Advisory Committee:** The committee voiced their support and feel that this program should be continued based on the role the web is playing on

everyone's daily lives and the conversion to technology.

- **New Internships:** In order to ensure students are provided an equal opportunity to succeed in this program they must be provided with the technology needed and internship opportunities. There will be more internship opportunities for both GMD and Film Production students once the Intersect Lab is ready. The new internship model allows for students to be interns of the college but are doing sole pro work for the community. These internship opportunities will be advertised both internally and externally.
- **Possible non-credit Keyboarding courses**: Discussion will take place regarding offering non-credit keyboarding courses

4. Eric Arnold – Construction Tech
    - **Enrollment:** An Associate's degree has already been offered at the completion of the first year of the Construction Technology program. There were also three certificates earned but the students did not petition for them. Enrollment has been good, all classes filled up for the first year and all students who were waitlisted were enrolled. As the semester progressed enrollment dropped which happens with CTE lab courses.
    - **Lab Space Challenges:** The program is running at capacity and 1/3rd of lab space was lost at the conclusion of the first year of the program. This has created challenges when running the labs. Downscaling has happened to accommodate the reduced space. A large order of materials and equipment was received due to closing out a Career Pathways Grant from last year. Receiving this equipment also caused a loss of lab space. The program is almost down to zero indoor lab space. Equipment needs to be moved out of the lab space for every class to allow for indoor space.
    - **Safety Issues:** Safety concerns have arisen due to the classes being full and the reduced lab space. This is causing challenges in terms of growing the program. The Instructor has a difficult time moving from the back of the lab to the front of the lab. The number of courses will not be reduced and all students will be enrolled. Instead modifications to the lab spaces will take place.
    - **Lab Project Adjustments:** For students it is not about the skill they are learning but more so learning how to work with their hands. Carpentry, electrical and plumbing are being used as a medium for teaching skills. Lab Projects are being adjusted, students were first building 8x8 structures and now it was scaled down 4x4 structures. Projects are then demolished due to no space to store student projects. This has allowed for students to learn about deconstruction. All lab space is currently at Canyon Country Campus.
    - **Need for a Lab Technician:** This program lost its lab Technician but has re-gained an adult hourly who also helps tremendously outside of class. However, there is no one helping with in class lab time.
        - **Temporary solutions to remedy the Lab Space challenges:** One possible solution is to utilize the space at the end of the parking area where some equipment is currently being stored and add chain link fencing around. Materials could be stored in storage containers. The long term solution would be for another lab space. Facilities needs provide an executive cabinet agreement to provide the requested parking lot space

to allow a good safety footprint in the lab. Staffing needs also need to be included in Program Review. A meeting during finals week with Eric Arnold and Jim Schrage will take place to discuss storage space options. Harriet will pay for supplementary services for Eric due to working off of contract.

- **Advisory Committee:** The advisory committee stated they are in need of an instructor. For many students right out of high school they do not have any work skills. If students were to obtain a construction job they would not be able to work. The instructor feels more so like a coach or mentor**.** There needs to be a Construction Technology Advisory Committee.
- **Construction Technology Program:** Within this department there is a Building Inspection Program, Construction Management Program and now the new Construction Technology Program. It is not clear how to combine the two departments. There is a need for another instructor to run the Construction Management Program and Building Inspection program. If there are two advisory boards then there should be two separate Program Reviews. Eric would remain the department chair for both programs. The recommendation from Program Viability is to have two separate Program Reviews, one for Construction Technology and one for Construction Management. Deadline to submit to Program Review is December 7th. Motion to approve the recommendation by Program Viability by Christopher Boltz, seconded by Albert Loaiza. Unanimous. Approved.

III. **Discussion**

1. Computer Networking Revitalization - Lee Hilliard
   - **Transfer with Bradman University:** There now exist a transfer with Bradman University. Lee has been working with Bradman to align their degree with the state model curriculum. Lee reached out to Steve Wright who is the Director of the ICT-Digital Media Sector Team for the State of California and has been kept up to date. In addition, Lee has also been in communication with the Western Academy Account Manager for the CISCO Academy program. There is no official transfer agreement needed with Bradman University.
   - **Marketing of new courses**: There are two courses being advertised by PIO to be run in the spring. One course is the "IOT Connecting Things" and the "IOT Python Programing" classes. These courses have been approved by Curriculum, a catalog addendum has been created and courses have been posted for spring.
   - Final edits to the PIO flyer are pending once finalized flyers will be distributed to students. Now that these courses have been approved how many new courses will be need to be created? All courses need to be re-written to Network Technology. Courses need to be updated and fixed to the new pre-fix and new CISCO certifications.
   - Discussion will take place with the Curriculum Committee to determine if courses need to go through a full tech review or of courses will go on the consent calendar. Until approval from Program Viability and Curriculum Committee marketing should be avoided. To goal is to have these courses in place by the fall 2020 semester. Discussion will take place with Lisa Hooper before March regarding when courses can be included on the Curriculum

Committee agenda. Based on this discussion a marketing timeline plan will be developed.

- **Recommendation for Marketing:** More marketing of Pathways and create more than just a flyer**.** Offer professional development for faculty and add additional site visits for programs.
- **Industry Advisory Meeting Update:** High School teachers have been informed about the degree for transfer and are requesting information.
- **Update on the New CISCO Network:** CISCO is not providing additional training based on the changes they are making. CISCO is not requiring instructor training. The CCNA will continue to be the same technology. CISCO has taken out some of the technology and added wireless, security and quality of service. CCNA Certifications have gone away except for the CCNA Cyber Optics. Of the 10 courses for the Associates degree, 8 course are currently ZTC and one additional course could be offered as ZTC.

2. New Proposal: Tax Preparer Program - Ali Naddafpour
   - **Background:** This program was started last spring 2019 as a part of CWEE and it teaches students how to pass the IRS exam. There were 36 volunteer students and out of those 36, 34 passed the IRS exam. Those students earned an advance certificate and not a basic. On December 5th Ali will be meeting with a representative of the California CPA to determine which other courses could be offered. Tax courses are currently being offered at all the local community colleges. There are currently about 70 Account Preparer and Bookkeeping Business in the community whose needs can be addressed. Many of the students are low-income and they can then begin their own business. Student can, after completing the training, become certified by the State of California. There are plans to bring in additional courses. The demand for these services were so large that some Friday times were made available to the community. Congresswoman Katie Hill provided a room and tax services were also offered at a local church and at the Women's Battered Shelter. A letter of recognition was received from Congress. This program also ties with the mission statement of the college regarding innovation and working with the community. Media coverage will be made available through Spectrum.
   - **Masters in Taxation and Accountancy:** Those students who have completed degrees in disciplines other than Business can then pursue a Master's in Taxation or Accountancy. This course would count as one of those requirements and allows for the course to be taken at a CCC and not a 4 year university.
   - **Credit and Non-credit option:** The course would be offered as both credit and non-credit course. This would accommodate both types of student groups. Currently, Mt. Sac Community College is offering this course. This course is also considered a ZTC course. There is no textbook required all course material free and offered by the IRS and the Franchise Tax Board.
   - Last semester taxes were done for 220 individuals and families. A total of $230,000 were collected in tax refunds which went toward our local economy. There will be both a 2 unit and 3 unit course with a total of 36 lecture hours. Curriculum feedback will be requested.
   - The course allow for lab work which allows actual tax preparation with an

accounting faculty and quality control instructor. Currently for this semester Ali is seeking around 80 volunteers and is seeking assistance from CWEE Students and COC Volunteer students. Hasley Hall 101 has been booked. All courses could be offered as non-credit and students could then be allowed to petition for credit at the end of the course. Students could earn as tax preparers $25-$50 an hour. As a short term vocational course the IRS Certification could be the credit by exam with the option for student to petition for credit. Students would then pay for the course if granted credit. As a credit course the units could count as an elective transfer but not as a business course.

- A meeting will be scheduled to discuss the curriculum portion and determine if there are any curriculum concerns. Garret will work with Ali on collect LMI data. At least one support letter from either the IRS or local community center is also needed. State license renewals are not considered non-credit courses however courses can be re-shaped and approved once there already exists a taxing program.
- A follow up report will take place at the next meeting.

IV. **Resources**

PV Forms Updated to Adjust with Labor Market Information Request and Regional Approval Process & for Revitalization

1. Program Justification Form

    The information on this form will be used for acquiring the labor market information (LMI) through the Center of Excellence (COE, www.coeccc.net) for Initiation/Substantial Modification and Revitalization.

2. Program Initiation/Modification Form

    This form is used after labor market information (LMI) is obtained through the Center of Excellence (COE) for Initiation/Substantial Modification. Additional questions have been added to the facilities section of the form.

3. Program Revitalization Form

    This form is used after labor market information (LMI) is obtained through the Center of Excellence (COE) for Revitalization. Questions also rely on information from Program Review.

V. **Adjournment**: 10:28 am.

- There has been a request to schedule the PV meetings for next semester from 8:30am – 10:00am. Due to large amount of work coming through may require 2 meeting a month.

Report Details:

Chair, CE Committee – The CE Committee has been meeting on a regular basis, one to two times per month as needed. The CE Committee meets on specific 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. Spring 2020 dates have been established and the first meeting is scheduled for February 24, 2020. (insert the link)

- o We have completed the Advisory Board Handbook. Advisory Board Handbook has been approved by the Academic Senate as of the November 21, 2019 meeting.

SWP Update

- o 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. (See Appendix B)

- o **Projects**:

   - ▪ **LinkedIn Learning:** Keri Aaver is continuing to work with faculty and students to increase the use of LinkedIn Learning. More departments are getting on board with using these resources to support students and student employment. Departments are also creating LinkedIn Groups. We renewed our contract for LinkedIn Learning Contract for our students until December 2020.

   - ▪ **Websites**: The web designer contract with Robin Spurs was renewed for 2019/20. All of the CE sites have been migrated to the new platform. Departments now are continuing to work with Robin on all updates and making sure that everything is accurate.

   - ▪ **Videos**: The contract for video services was renewed for 2019/20. The renewal includes videos for 10 more programs. A list of the videos that have been developed to date or are in progress is attached. (See Appendix A) The 30 second videos are continuing to be advertised in the local movie theater. The programs selected for use in the theater were based on program and enrollment needs. And PIO is releasing the videos through Facebook, Instagram, and Twitter.

CE Faculty Training by the Association of College and University Educators (ACUE): The first two regional cohorts completed the ACUE course in December 2019. A total of 37 faculty, full and part-time, completed the course. These faculty were from Ventura College, Oxnard College, Moorpark College, Santa Barbara City College, College of the Canyons, and Antelope Valley College. The data summary report for this cohort has been included as part of this report.

Two additional regional cohorts started in October 2019 and will complete the course in June 2020. The cohorts include both full and part-time faculty from College of the Canyons, Antelope Valley College, and the Ventura District Colleges.

- ▪ The plan is to find a way to continue to offer this incredible training.

- ▪ **Marketing**: Take all completed copy points and put them in a cohesive package. Hopefully we can say … With the help of Gary and Alisha, the Career Trees and Copy Points are still a work in progress. Harriet Happel is working on getting a Marketing team to help spruce up our Copy Points. Their main purpose is to use industry buzz words to help liven up our copy points. After the Marketing team works on the copy points each copy point will be returned to the departments for final review. These documents will be used as mailers - outreach - etc. This will also tie into the new College Day Event in Fall 2020. Look for some trainings in Fall for the College Day event. A strategic marketing plan is being developed and structured to address all the various student populations including high school students and adults.

Other CTE Liaison Committee Participation:

SCCRC Meetings	Chancellors Taskforce on Workforce Development
Personal and Professional Learning Committee	ACUE Cohort/Facilitator Meetings
Guided Pathways	Mark Perna Work Group Meetings
Perkins	Academic Senate Meetings
CE Committee Meetings	Senate Executive Committee Meetings
IEPI PRT Meetings	Regular meetings with Harriet
Meetings with Joe	

APPENDIX A

CE Video Project Update – CE Committee Meeting

Videos Completed to Date: (February 12, 2020)

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
15. Construction Management
16. Construction Tech
17. ID
18. Technical Theater
19. Hotel Restaurant Management
20. MEA
21. Business Entrepreneurship
22. Nursing
23. EMT

Videos in Progress (2019/2020 Contract):

1. Fire Tech – (Almost Complete in the Review Process)
2. MEA 2D Animation
3. MEA 3D Animation
4. MEA Filmmaking
5. MEA New Media Journalism
6. MEA Sound Arts
7. ARCHT / ID Home Staging

APPENDIX B

Strong Workforce Local (COC) Allocation

STRONG WORKFORCE LOCAL SHARE					
	2016/17 Base Allocation	2017/18 Base Allocation	2018/19 Base Allocation	2019/20 Base Allocation	
	$ 919,811.00	$ 1,013,910.00	$ 1,035,085.00	$ 1,428,406.00	Increase in base allocation is just under 38%. Given the formula of an additional 16.5% for incentive funding we can project an additional $283,960.00 for a total funding amount of $1,712,366.00. However, the incentive funding amounts historically have been significantly over 16.5%.
Incentive Funding	NA	$ 309,317.00	$ 426,160.00	TBD	
Total Funding		**$ 1,323,227.00**	**$ 1,461,245.00**	**$ 1,428,406.00**	

Strong Workforce Regional (SCCRC) Allocation

STRONG WORKFORCE REGIONAL SHARE	2016/17 Base Allocation	2017/18 Base Allocation	2018/19 Base Allocation	2019/20 Base Allocation	
	$ 290,012.00	$ 290,012.00	$ 290,000.00	$ 455,108.00	The SCCRC region received $4,696,063.00 in base funding for 18/19. The base funding allocation increased to $5,988,265.00 for 19/20. This is an increase of just over 27%.
Incentive Funding	NA	$ 213,000.00	$ 242,075.00	TBD	
Total Funding		**$ 503,012.00**	**$ 532,075.00**	**$ 455,108.00**	

SWF Local Allocation 2019/2020
$1,428,406.00

		BUDGET
Academic Salaries		
Technical Theatre Instructor - 95% (Fall 16 hire) C. Boltz	$	100,753.00
Computer Networking Instructor - 80% (Fall 16 hire) S. Bolanos	$	89,923.00
Construction Management Instructor - 80% (Fall 16 hire) E. Arnold	$	73,975.00
Nursing Instructor - 95 % (Fall 16 hire) S. Duncan	$	89,923.00
Culinary Arts - Catering - 80% (Spr 17 hire) M. Bustillos	$	85,420.00
Release Time - CTE Liaison -40% (Fall & Spring) Blasberg/Quire	$	30,325.00
Business/Accounting (Fall '18 Hire) Nadddafpour	$	87,062.00
Business 1 yr @ 75%(Fall '18 only) ammended to full yr C. Chung	$	66,492.00
Career Counselor A. Kaminsky		
Sub Total Academic Salaries	**$**	**623,873.00**
Classified Salaries -Career Coaches/C. Walker	$	269,580.00
Subtotal	**$**	**893,453.00**
Fringe Benefits	$	274,728.00
Subtotal - Salary and Fringe Benefits	**$**	**1,168,181.00**
Supplies	$	55,286.00
Other Expenses		
Consulting	$	100,000.00
CTE Faculty Professional Development	$	50,000.00
Subtotal Other Expenses	**$**	**205,286.00**
Indirect Support @4%	$	54,939.00
TOTAL BUDGET		**$ 1,428,406.00**

SWF Regional Allocation 2019 / 2020

$455,108.00

	BUDGET
CTE Marketing	
Website	$ 75,000.00
Videos	$ 67,000.00
Printing	$ 7,560.00
Movie Theater Ads	$ 4,100.00
Mark Perna/Career Trees	$ 45,400.00
TOTAL MARKETING	**$ 199,060.00**
CRM System	
Software	$ 7,560.00
Consulting	$ 37,284.00
TOTAL BUSINESS DEVELOPMENT	**$ 44,844.00**
Advanced Technology Center	**$ 211,204.00**
TOTAL BUDGET	**$ 455,108.00**

Resolution in Support of Gender Inclusive Restrooms

Whereas, According to the 2016 Dear Colleague Letter from the United States Department of Education and United States Department of Justice, "A school may not require transgender students to use facilities inconsistent with their gender identity or to use individual-user facilities when other students are not required to do so. A school may, however, make individual-user options available to all students who voluntarily seek additional privacy,"[1] and the 2013 California School Success and Opportunity Act "requires that a [K-12] pupil be permitted to participate in sex-segregated school programs, activities, including athletic teams and competitions, and use facilities consistent with [their] gender identity, irrespective of the gender listed on the pupil's records"[2]; and

Whereas, College of the Canyons currently only has four gender inclusive restrooms at the Valencia campus, which are either not open during all instructional hours or are located away from buildings with large numbers of students and employees, as well as other restrooms identified as "unisex" which are, in fact, employee-only designated and/or require a key to access and zero gender inclusive restrooms at the Canyon Country campus; and

Whereas, that the College of the Canyons Academic Senate and the Board of Trustees in resolutions have committed to the principles of:[3,4]

- Creating a welcoming environment, whose doors are open to all regardless of economic standing, age, race, ethnicity, gender, gender identity, sexual orientation, religious beliefs, immigration status, disability, or other actual or perceived categories of difference;
- Standing in defense of our most vulnerable students and fellow employees, including but not limited to people of color, LGBTQA+ people, people with disabilities, and other vulnerable populations;
- Equity, social justice, inclusion, diversity, unity, open discussion, and success for all students;

Whereas, In the Journal of College and University Law (2014) it is observed that "the most common daily difficulty for a transgender student on campus is restroom usage….[t]hese students frequently face discomfort and sometimes harassment no matter which restroom they choose – the one matching their birth sex or the one corresponding to their gender identity... [m]any trans students choose to avoid sex-specified restrooms, including foregoing using any restroom, to avoid these difficulties"[5];

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[1] 2016 Dear Colleague Letter from the United States Department of Education and United States Department of Justice https://www2.ed.gov/about/offices/list/ocr/letters/colleague-201605-title-ix-transgender.pdf

[2] 2013 California School Success and Opportunity Act https://www.cde.ca.gov/re/di/eo/faqs.asp

[3] College of the Canyons Academic Senate Resolution In Support of Students in Uncertain Political Times, April 20, 2017 https://www.canyons.edu/_resources/documents/administration/academicsenate/ResolutioninSupportofStudentsinUncertainPoliticalTimes.pdf

[4] Santa Clarita Community College District Board of Trustees, Resolution No. 2016/17-19 Commitment to Creating a Welcoming Campus Environment Where All Students Feel Valued https://go.boarddocs.com/ca/coc/Board.nsf/Public#

[5] Perdue, Troy J. (2014). Trans* Issues for Colleges and Universities: Records, Housing, Restrooms, Locker Rooms, and Athletics. Journal of College and University Law, 41(1), 45- 70 https://cdn.atixa.org/website-media/o_atixa/wp-content/uploads/2012/01/18121710/TOP-5-TRANS-ISSUES-FOR-COLLEGES-AND-UNIVERSITIES-RECORDS-HOUSING-BATHROOMS-LOCKER-ROOMS-AND-ATHLETICS.pdf

Resolved,That the College of the Canyons Academic Senate strongly urges the District to take immediate steps to provide gender inclusive restroom facilities that are accessible at all hours during which instruction occurs and in high occupancy areas for both campuses; and

Resolved, That the College of the Canyons Academic Senatecollaborate with their local administrations, governing boards, and other stakeholders to create and make accessible maps of gender-inclusive restrooms with signage that indicates gender-inclusivity; and

Resolved, That the College of the Canyons Academic Senate strongly urges the District to include gender inclusive restroom facilities in all new construction plans effective immediately.

HUMAN RESOURCES OFFICE

Date: January 17, 2020

To: Rebecca Eikey
              President, Academic Senate

From: Linda Clark
              Senior Human Resources Generalist (Faculty)

Subject: Discipline Assignment for Kathy Bakhit

Name: Kathy Bakhit

Position: Interim Dean, School of Mathematics, Sciences, and Engineering and Interim Dean, School of Health Professions and Public Safety

Discipline Assignment: **Educational Administrator**

The minimum qualifications for service as an educational administrator shall be both of the following:

- ✓ Possession of a master's degree; and
- ✓ One year of formal training, internship, or leadership experience reasonably related to the administrator's administrative assignment.

Kathy Bakhit meets the minimum qualifications with:

- MS in Economics, Cal Poly
- Doctorate in Organizational Leadership, University of La Verne
- 6.10 years of leadership experience; Vice President, Dean, Associate Dean

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Discipline Assignment: **Economics**

The minimum qualifications for the discipline of Economics:

- Possession of an **unexpired** California Community College Instructor Credential in Economics.
  OR
- ✓ Master's degree in Economics;
  OR
- Bachelor's degree in Economics AND Master's degree in business, business administration, business management, business education, finance, or political science.

Kathy Bakhit meets the minimum qualifications with:

- MS in Economics, California Polytechnic State University

HUMAN RESOURCES OFFICE

Date: February 10, 2020

To: Rebecca Eikey
              President, Academic Senate

From: Linda Clark
              Senior Human Resources Generalist (Faculty)

CC: Rian Medlin, Director, Recruitment and Employee Services
              Marilyn Jimenez, Administrative Assistant to the Academic Senate

Subject: Discipline Assignment for Priscilla Benites

Name: Priscilla Benites

Position: Mental Health Supervisor

Discipline Assignment: Educational Administrator

The minimum qualifications for service as an educational administrator shall be both of the following:

- Possession of a master's degree; and
- One year of formal training, internship, or leadership experience reasonably related to the administrator's administrative assignment.

Priscilla Benites meets minimum qualifications with:

- Master of Science, Counseling/Marriage and Family Therapy, California State University, Northridge
- 5.32 years of experience as a Therapist and Clinical Supervisor

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Discipline Assignment: Counseling

The minimum qualifications for the discipline of Counseling:

- Possession of an <u>unexpired</u> California Community College Instructor Credential in Counseling;
- ✓   Master's in counseling, rehabilitation counseling, clinical psychology, counseling psychology, guidance counseling, educational counseling, social work, career development, marriage and family therapy or marriage, family and child counseling,

Priscilla Benites meets minimum qualifications with:

- Master of Science, Counseling/Marriage and Family Therapy, California State University, Northridge

Changes in Faculty Leadership Roles

First Name	Last Name	Changes in Faculty Leadership Roles
Diane	Solomon	Department Chair for Counseling – Term (Jan. 2, 2020 to June 4, 2020) *Note: Garrett Hooper resigned and per procedures the Counseling Department unanimously agreed for Diane Solomon to finish Garret Hooper's term.*
Garrett	Rieck	School Senator for the School Personal & Professional Learning *Note: Newly formed school with one full-time faculty therefore Garrett Rieck's Senate position as At-Large Senator is now changed to School Senator. This leaves an At-Large senator position available. Effective Spring 2020.*
Garrett	Hooper	Guided Pathways Student Services Liaison *Note: Erika Torgeson resigned as the Guided Pathways Student Services Liaison. Garrett Hooper applied and is now serving as the new Guided Pathways Student Services liaison. Effective Spring 2020.*

Resolution to Designate the Canyon Country Science Lab Building to the Don Takeda Science Center.

Whereas,

The By-Laws of the Academic Senate include procedures for adopting resolutions in order to recommend policy or action to the Board of Trustees and the Chief Executive Officer (CEO), and in particular has recommended actions to the Board of Trustees for recognizing meritorious service of a faculty member, and Don Takeda continuously contributed to the college's success for 46 years, longer than any faculty member in the history of the college;

Whereas,

Don Takeda faithfully and effectively served College of the Canyons as an instructor in the Biological Sciences Department where he helped develop and establish a department and program of rigor and standards, taught most of the courses in the department, started the Biology Club, took students to professional meetings, prepped labs, established the COC Biology Foundation account, was elected the Department Chair for many years, initiated the naming of Boykin Hall, established the Boykin Scholarship, supported expanded course offerings like Molecular Genetics, supported field studies at Camp Tahquitz, established lead faculty coordinators, developed lab technical positions and organization, served on the hiring committees of Biology Faculty members Betty Rose, Susan Crowther, Greg Nishiyama, Jim Wolf, Miriam Golbert, Kelly Burke, Kelly Cude, Jeannie Chari, Dilek Sanver-Wang, Ricardo Rosales, AJ Almeda, and Erica Seubert;

Whereas,

Don Takeda gave exemplary service to the college such as, mathematics faculty, Faculty Association President during formation of the union, first collective bargaining, first contract, initiated chairs' workload release time, numerous committees-Curriculum, PAC-B, Safety, Technology, Accreditation, MLT Advisory, established the longest running COC committee-the Poker Committee, Academic Senate, Faculty Division Chair, contributed to the COC Foundation including monthly donations, scholarships, Library, Cougar Den, PAC seats, CCC Amphitheatre, University Center, Emeritus scholarship, taught many COC community members including Trustee Michael Berger, Len Mohney, Collette Gibson, Mike Harutunian, Tina Rorick, Kristi Miura, and served numerous additional faculty and staff hiring committees, including Dr. Dianne Van Hook's; and

Whereas,

Don Takeda has worked relentlessly and significantly to improve and promote COC, was involved in bond measures C, M, and E, transitioned from the original portables at Valencia into Boykin Hall, helped in the planning and design and expansion of Biology into the Aliso buildings, served on the CCC advisory committee as a faculty and Canyon Country community member, moved into the initial CCC science portables, served on the CCC planning committee for the permanent science building, and plans to teach there in its inaugural semester Fall 2020 as a returning Adjunct faculty member;

Resolved,

That the Academic Senate of College of the Canyons along with the College of the Canyons Faculty Association, recognizing Don Takeda's extraordinary, significant, and distinguished service and commitment to the college, recommend to the Board of Trustees that the Canyon Country Campus Science Building be designated the Don Takeda Science Center at the Ribbon Cutting Ceremony.

Acclamation

Guided Pathways Scale of Adoption Assessment (SOAA) Review

<u>Resources</u>

1. [Guided Pathways Scale of Adoption Self-Assessment (SOAA) Webinar November 2019 ADA](#)

2. CCCCO, GP and SOAA information can be found here: https://www.cccco.edu/College-Professionals/Guided-Pathways

3. [Blank SOAA Template](#)

4. [California Community Colleges Guided Pathways Scale of Adoption Assessment (SOAA) Version 1.1, FAQ's](#)

California Guided Pathways Demonstration Project

Overview and Application Information

2020-2022

Overview

Led by the Foundation for the California Community Colleges (FCCC), the California Guided Pathways Demonstration Project (CAGP 2017-2019 - https://www.caguidedpathways.org/) actively supported 20 California Community Colleges in designing guided pathways at scale, concluding phase one in late 2019. Participating colleges of this now-called "CAGP Cohort One" attended a series of institutes from September 2017 to September 2019 focused on core components of guided pathways and are poised to implement an initial rollout of guided pathways at scale in Fall 2020.

The ultimate goal of implementing guided pathways is to enable students to earn high-quality community college credentials that facilitate family-supporting jobs, either directly out of the community college or after transfer / baccalaureate attainment. To that end, the CAGP cohort experience aims to help teams explore the nuances of operationalizing the work. Our goal is to empower college teams to take the work of guided pathways back to their college campus and move forward on implementing or evolving guided pathways.

Given the success of this initial cohort, we have secured additional philanthropic funding to extend this work in three ways:

1. Each of the 20 colleges from the CAGP Cohort One will receive two college site visits in 2020 to support their Fall 2020 rollout

2. Development of a suite of "Equity Through Pathways" discussion guides that will provide all California Community Colleges with points of departure to connect their equity and pathways efforts

3. Development of two CAGP Student Financial Stability workshops for CAGP Cohort One colleges to be held in April and November 2020

CAGP 2020-2022: We are in the process of securing additional philanthropic funding to inform the next iteration of support for guided pathways efforts in California, led by FCCC in concert with CAGP 2017-19 Managing Partner, the National Center for Inquiry & Improvement (NCII). While details will be finalized in Spring 2020, here is a current sketch of the plans for what we are calling "CAGP 2020-2022":

- Cohort One colleges who participated in CAGP 2017-2019 will have an opportunity to continue their participation via a new three-year experience that builds on the college efforts to date and explores additional core components of institutional change and guided pathways design / implementation.

   o Cohort One College participation in CAGP 2020-22 will include four 1.5-day institutes from Spring 2021 to Fall 2022.

- A set of <u>new</u> "CAGP Cohort Two" colleges will have an opportunity to participate in a CAGP 2020-2022 cohort that meets these colleges where they are on their guided pathways journey, builds on the work they have undertaken using the CCCCO Guided Pathways funding, and leads them to fully implement version 1.0 of guided pathways at scale by Fall 2023 at the latest.

  - Cohort Two College Participation in CAGP 2020-22 will include six 2-day institutes from Fall 2020 to Fall 2022.

- There will be overlap enabling cross-learning between the two cohorts at four of the six institutes (e.g. Cohort One colleges attending on Day 1 and part of Day 2 and Cohort Two colleges attending all of Day 2 and Day 3).

- All Cohort One and Cohort Two colleges will receive at least one customized site visit per year in 2021 and 2022.

- All Cohort One and Cohort Two colleges will receive customized guided pathways coaching between the institutes.

Desired College Characteristics and Criteria for Selection: We welcome applications from colleges who are at different stages along their guided pathways journey. Additionally, we aim to build a cohort featuring a diverse mix of small, medium, and large colleges from a variety of settings (urban, suburban, rural; single-college or colleges in a multi-college district, etc.). Above all, we are looking for colleges who are deeply committed to redesigning the student experience at scale under a guided pathways framework. The ideal college participating in the CAGP 2020-22 experience would

(a) be able to facilitate and create the space for difficult, courageous and critical conversations – with the will to examine itself and improve

(b) be dedicated to identifying diverse groups of stakeholders to engage in the design process

(c) understand that this work will require active and sustained support from leadership throughout the organization to maintain momentum over time.

College applications will be reviewed by the NCII planning team for the project, including college practitioners, state-level assistance partners, and members of national organizations such as the American Association of Community Colleges.

College Team Membership and Costs. Each institute is attended by cross-functional teams of 5-7 individuals from participating colleges. Teams are required to include the College President and a College Team Lead, while the remaining membership (total team size is 7 individuals) can be determined based on the topical focus of each institute. The project budget covers the on-site institute costs (hotel, most meals) for team members; institute-related travel costs are covered by the college.

Institute Content and Format. The content for each institute focuses on a critical aspect of institutional change and pathways design / implementation. In order to support the topic, the format of each institute combines relevant discussions with experts, experiences shared by colleges already implementing guided pathways (or critical features thereof), and facilitated discussion / working sessions for the college teams. Each institute requires college teams to complete advance work (e.g., readings, worksheets) and develop other products (e.g., action plans, a campus engagement plan, needs assessment for technical assistance / professional development).

<u>Note</u>: The exact institute topics will be determined in Spring 2020, drawing heavily from the CAGP 2017-2019 Demonstration Project, the American Association of Community Colleges Pathways 1.0, 2.0, and 3.0 projects,

CAGP's *Equity Through Pathways* Discussion Guides, and customization based on the needs / priorities of the participating colleges in the two CAGP 2020-2022 cohorts. On the application you will be asked to identify your priority topics for consideration.

Participation Agreement. Dates for the 2020-2022 institutes will be confirmed shortly and will be provided to the colleges before colleges sign the participation agreement (if selected). For now, we are asking colleges from Cohort One and those applying to be in Cohort Two for the signatures of the College President and Academic Senate President to confirm that they have read and support their college's application. We will send a final participation agreement to all accepted colleges by July 5, 2020 with a return date for signed agreements of July 31, 2020.

Application and Selection Process: Timeline

March 6	College applications are due
March 25	Colleges will be notified if they advance to the interview stage (a one-hour phone interview with college leadership including Academic Senate President and Guided Pathways Team Lead / Coordinator)
March 30 – April 10	College interviews will take place
April 17	Colleges will be notified of final selection status
July 5	Colleges will receive the final participation agreement
July 31	Signed college participation agreements are due

We are dedicated to supporting the hard work of passionate California Community College individuals in the shared service of our students and their successes. If you have any questions or comments, please contact Rob Johnstone of the National Center for Inquiry and Improvement at rob@ncii-improve.com.

The California Guided Pathways Demonstration Project

Application for Participation in the 2020-22 Phase

Cohort One / Continuing Colleges

Step 1 – CCCCO Scale of Adoption Assessment

To help us understand your college's guided pathways efforts to this point, we will review the nationally-normed scale of adoption assessment (SOAA) that you have submitted / will submit to the CCCCO by March 1. We want to share that your actual ratings on your SOAA do not "need to be high" to be accepted into this phase of the project; it will help us most if you are reflective and accurate in your self-assessment of your accomplishments and remaining challenges.

For the sake of consistency, please download your completed SOAA directly from the CCCCO submission system. You will automatically receive a PDF when you submit the SOAA; otherwise, here are the steps a project contact can use to retrieve a PDF after submission:

- Once the SOAA is in an "Approved" status, log into the module and click the "Share" button at the top right of the screen
- This will open a dialog box where the project contact may enter/search for an e-mail address. (Only those with NOVA user accounts are available.) The user will choose the e-mail address—it could be their own—and then click "Send."
- This generates and sends a PDF version of the SOAA (like the one attached) to the selected e-mail address.
- Submit the PDF to us by March 6.

Step 2 - CAGP 2020-2022 Cohort One / Continuing College Application Questions
(400-word limit to each question; some will require much less)

1. What are the 2-3 improvements to the student experience that occurred during CAGP 2017-2019 at your college that you think will be the most impactful for improving the outcomes of your students? Why? How will you know their impact?

2. As your college has gone through CAGP 2017-2019, are there any areas on the SOAA where the transition from "Not systematic" to "Planning to scale" has presented problems you did not anticipate? How will that affect your approach moving forward?

3. After engaging with faculty, staff administrators on the CAGP 2017-2019 Project, what have you learned? How have groups worked together between disciplines and departments that were traditionally siloed? How would you address engagement, communication, working across traditional siloes and making critical policy and practice decisions differently in CAGP 2020-2022?

4. What are the top 3-4 issues that your college needs to work on in the next two years under a guided pathways umbrella to optimize the student experience? How do these issues relate to your Vision goals?

5. Equity will be intentionally woven into CAGP 2020-2022, most notably through integration of a suite of ten *Equity Through Pathways* discussion guides to be released in April 2020. What are 2-3 aspects of the student experience at your college that may be experienced inequitably by historically underserved populations (e.g., students of color, first-generation students) that you would like to address in CAGP 2020-2022?

6. How have you used professional development during CAGP 2017-19? To whom was it offered and to what end? How would you use it intentionally during CAGP 2020-2022?

Applications are due via email to Rob Johnstone at rob@ncii-improve.com by close of business on Friday, March 6th. You may submit the application using PDF or Word formats.

BP 4030   ACADEMIC FREEDOM

Reference: Education Code section 76120; Title 5 section 51023; Accreditation Standard I.C.7;
1940 Statement of Principles on Academic Freedom and Tenure with Interpretative Comments, in
AAUP POLICY DOCUMENTS & REPORTS (11th ed. 2015)

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; the 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 engage in opportunities for critical thinking and personal growth without compromising the respect to which all persons are entitled.

B. ACADEMIC FREEDOM AND THE FACULTY

The District adopts the definition of academic freedom provided by the 1940 *Statement of Principles on Academic Freedom and Tenure*, including the 1970 Interpretive Comments. That definition, in summary, declares that academic freedom is the freedom to teach, both in and outside the classroom, to conduct research and to publish the results of those investigations, and to address any matter of institutional policy or action whether or not as a member of an agency of institutional governance. Professors should also have the freedom to address the larger community with regard to any matter of social, political, economic or other interest, without institutional discipline or restraint, save in response to fundamental violations of professional ethics or statements that suggest disciplinary incompetence.

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 evaluated 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 multiple 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. The President of the College of the Canyons Faculty Association ("COCFA"), or that person's designee, shall be a member of the committee.
3. The President of the American Federation of Teachers, Local 6262 ("AFT"), or that person's designee, shall be a member of the committee.
4. 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.
5. The Senate will strive to ensure that the faculty committee members include full time and adjunct faculty to the extent possible.
6. Any person serving on the committee in more than one capacity, such as a member appointed by the Senate who is also COCFA President, shall only be entitled to a single vote on committee issues.
7. The committee is empowered to engage in all action allowed under this administrative procedure despite failure of the COCFA or AFT committee members to participate or attend the committee's meetings.
8. 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. Committee meetings may be conducted only if a quorum is present. A quorum is defined to be a majority of the Senate-appointed members only. The absence of the President of COCFA and/or AFT, or their respective designees, shall not deprive the committee of a quorum.
3. Decisions of the committee shall be made by a vote of a majority of its members during a noticed committee meeting having a quorum.
4. The committee shall meet at least twice each semester but may meet as often as the committee determines is necessary to complete committee work.
5. 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.
6. The committee will work with Human Resources, and other appropriate departments, to ensure that all parties' privacy, FERPA, and other related rights are respected.
7. 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.
8. 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 _____