



# College of the Canyons Academic Senate

May 7, 2020

3:00 p.m. to 4:50 p.m. via Zoom

Meeting can be join from PC, Mac, Linux, iOS or Android: <https://cccconfer.zoom.us/j/96957782470> or by calling into the meeting at +1-669-900-6833 or +1-346-248-7799, Meeting ID#: 96957782470

## 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. Public questions or comments can be submitted via email at [academicsenateinfo@canyons.edu](mailto:academicsenateinfo@canyons.edu) or asked via zoom chat feature*

3. Approval of the Agenda
4. Committee Appointments: (pg. 3)
5. Approval of the Consent Calendar

Academic Senate meeting, April 23, 2020 Summary (pg. 4-9)	<a href="#">Curriculum Committee Summary, April 30, 2020</a>
Academic Senate Special meeting, April 27, 2020 Summary (pg. 10-13)	Senate Executive Committee Summary, April 20, 2020 (pg. 14-17)
Adjunct Faculty MQ&E fall 2019, part 2 (pg. 18-26 )	Faculty Professional Development Committee Summary, April 27, 2020 (pg. 27-30)
Spring 2020 Senate Election Results for School Senator & At-Large (pg. 31-37)	

### B. Action Items

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

1. Online Certification Training Requirement Summer 2020, Julianne Johnson, Robert Wonser, James Glapa-Grossklag, Joy Shoemate, Andrew Jones-Cathcart
  - Recommendation from Ed Tech, CETL, Online Education, regarding the requirements for faculty to teach online or hybrid course for SU20 (pg. 38-39)
2. Online Certification Training Requirement Fall 2020, Julianne Johnson, Robert Wonser, James Glapa-Grossklag, Joy Shoemate, Andrew Jones-Cathcart
  - Recommendation from Ed Tech, CETL, Online Education, regarding the requirements for faculty to teach online or hybrid course for FA20
3. Revisions to the [Constitution](#) & [By-Laws](#), Rebecca Eikey (pg. 40-66)

### C. Discussion

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

1. [Faculty Handbook for Distance Education](#), Rebecca Eikey
  - [Recommend continued use of Orientation Letter](#) for SU & FA 20 or any online class.
2. Provisional DLA Addendum, Lisa Hooper

### D. Committee Reports

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

1. Civic Engagement Committee Written Report, Patty Robinson-(pg. 67-76)

#### E. Unfinished Business

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

#### 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*

<b>Existing Policies:</b>
<a href="#">BP 4030 &amp; AP 4030 Academic Freedom (Back in Committee per CPC)</a>
<a href="#">BP 4240 Academic Renewal</a>
<a href="#">BP 4233 &amp; AP 4233 Attendance</a>
<a href="#">BP 4300 &amp; AP 4300 Field Trip and Excursions-Update to title only</a>
<a href="#">BP 534 Field Trips and Excursions-Repeal</a>
<a href="#">BP 7120 &amp; AP 7120 Recruitment and Selection</a>
Student Conduct (Phase 2 - <a href="#">BPs 5529 Student Conduct</a> , <a href="#">BP 5530 Disciplinary Action</a> & <a href="#">5531 Due Process – Student Disciplinary Action</a> )
<a href="#">BP 6700 &amp; AP 6700 – Civic Center and Other Facility Use</a>
<a href="#">BP 7250 &amp; AP 7250 Administrative Retreat Rights</a>
<b>New Policies:</b>
BP 3535 & AP 3535 Camera Policy ( <i>new policy</i> )
BP 3725 & AP 3725 Information & Communication Technology Accessibility & Acceptable Use ( <i>new policy</i> )
BP & AP 4231 Digital Badging ( <i>new policy</i> )
<a href="#">BP 5517 &amp; AP 5517 Student Clubs, Organizations, Extracurricular Activities &amp; Travel</a> ( <i>new policy</i> )
BP & AP Covering Substitute Teachers ( <i>new policy</i> )
BP & AP Freedom of Speech, Harassment ( <i>new Policy</i> )
<ul style="list-style-type: none"> <li>• <a href="#">BP 528 Student Rights to Expressive Activities</a></li> <li>• <a href="#">BP 804 Distribution of Publications and Other Duplicated Material by Non-Students and Non-Student Groups</a></li> <li>• <a href="#">BP 808 Non Student Speakers</a></li> </ul>

#### H. Announcements

- Next Academic Senate Meetings May 21 (SP20) & Sept. 3, Sept. 17, Oct. 1 (FA20)
- [2020 Faculty Leadership Institute, June 18<sup>th</sup> – June 20<sup>th</sup>](#), Marriott Newport Beach
- [2020 Curriculum Institute, June 8, 2020 to July 11, 2020](#), Riverside Convention Center
- Academic Senate Elections for Department Chairs. Adjunct Senators and Adjunct Representative for Curriculum Committee Members to be held from Monday, May 11<sup>th</sup> to Friday May 15<sup>th</sup>.

#### 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 Senate Office at [academicsenateinfo@canyons.edu](mailto:academicsenateinfo@canyons.edu) College of the Canyons.

## **Committee Appointments**

### **Ad-Hoc Emeriti/Tenure Faculty Celebration Committee**

<b>First Name</b>	<b>Last Name</b>	<b>Full Time Faculty or Adjunct</b>
Brittany	Applen	Full-Time Faculty
Jason	Burgdorfer	Full-Time Faculty
Rebecca	Eikey	Full-Time Faculty
Nicole	Faudree	Full-Time Faculty
Garrett	Hooper	Full-Time Faculty
Lisa	Hooper	Full-Time Faculty

## Academic Senate Summary for April 23, 2020

Voting Members					
Senate President	Rebecca Eikey	X	Learning Resources Senator	Ron Karlin	X
Vice President	Jason Burgdorfer	X	Personal & Professional Learning Senator	<i>Lisa Hooper Proxy for Garrett Rieck</i>	X
Immediate Past President	VACANT		At Large Senator	VACANT	A
Curriculum Chair	Lisa Hooper	X	At Large Senator	Jennifer Paris	X
Policy Review Chair	David Andrus	X	At Large Senator	Erica Seubert	X
AT Senator	Regina Blasberg	A	At Large Senator	David Brill	X
MSHP Senator	Sab Matsumoto	X	At Large Senator	Mary Corbett	A
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	X	Adjunct Senator	Aaron Silverman	X
SBS Senator	Rebecca Shepherd	X	X= Present ( <i>All members present via Zoom</i> )	A= Absent	
Business Senator	Gary Collis	X			

Non-voting Members ( <i>present via Zoom</i> )	
Joe Gerda	A
Marilyn Jimenez	X
Dan Portillo (Warren Heaton AFT Rep)	X
Dr. Wilding	A

Guest ( <i>All Guest Present via Zoom</i> )					
Ana Palmer	X	Edel Alonso	X	Michael Sherry	X
Anthony Michaelides	X	Gary Quire	X	Miriam Golbert	X
Ashley Murphy	X	James Glapa-Grossklag	X	Nicole Faudree	X
Andy McCucheeon	X	Jennifer Smolos	X	Omar Torres	X
Brittany Huerta	X	Joy Shoemate	X	Siane Holland	X
Deanna Riviera	X	Kathy Bakhit	X	Teresa Ciardi	X
Dilek Sanver-Wang	X	Keri Aaver	X		
Dr. Diane Fiero	X	Michelle LaBrie	X		

### A. Routine Matters

1. Call to order: 3:03pm
2. Public Comment: none
3. Approval of the Agenda
  - Motion to approve the agenda by Gary Collis, seconded by Jennifer Paris. Unanimous. Approved.
4. Committee Appointments: (pg. 3-4)
5. Approval of the Consent Calendar
  - Motion to approve the consent calendar by Lisa Hooper seconded by David Brill. Unanimous. Approved.

Academic Senate meeting, April 2, 2020 Summary (pg. 5-11)	<a href="#">Curriculum Committee Summary, April 16, 2020</a>
Academic Senate Special meeting, April 9, 2020 Summary (pg. 12-14)	Program Viability Committee Summary, April 16, 2020 (pg. 15-18)
Academic Senate & Curriculum Committee Calendar 2020-2021 (pg. 19)	Discipline memo Ted Iacenda, (pg. 20)

## B. Reports

### 1. Modified Program Survey Language- Canyons Connects, Michelle LaBrie (pg. 21-22)

- The language has been modified for the Attendance flags. The progress surveys for weeks 9 to 11 were supposed to be launched last week. However, the language that was approved by Senate does not address the unique circumstances and the move to remote instruction. The language was taken, with Rebecca's permission, from an email sent to all faculty regarding the Senate's Action on Pass/No Pass and use of Excused Withdrawal. The Attendance flag language has been reviewed by Diane Solomon, counseling faculty. This progress survey is the last one for the spring 2020 semester. If the current crisis continues the language can be modified for the next semester. After meeting with the Executive Senate Committee and obtaining approval of the new language, the progress survey was sent out on Tuesday. An unbelievable positive response was received by faculty. Counselors are currently working on the referrals and flags. If a student has 3 or more flags an intervention is being made and students are being re-routed to the counseling website. The current flag messages and language that has been approved by Senate can be found on the [Canyons Connects website](#). No language will be added or forwarded without Senate approval.

## C. Action

*No agenized items.*

## D. Discussion

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

### 1. Constitution & By-laws revisions, Rebecca Eikey

- Summary of Changes (pg. 23) The proposal includes:
- There is now use of gender neutral pronouns throughout the documents.
- Adding two new Officer Positions to the By-Laws:** These positons are to help with the succession planning of the leadership and provide more opportunities for faculty to become involved in the leadership process. This upcoming year the Curriculum Chair will serve as Senate President there is currently nothing prohibiting someone from serving in two roles. The job description is broad to allow for these positions to grow and develop. The Senate President is tasked with communicating if and when reassign time will available. Additional reassign time would need to be negotiated with COCFA. There was a suggestion that perhaps a senator could serve a dual role and serve in both positions. At other colleges there has been positive success with the Senates who have more officer positions and those who serve in those roles may move into possibly the senate president role. Both of these positions would be elected and not appointed positions. Nomination will require the full membership and not the quorum vote.
  - Secretary position:** The idea for this person is to have review summaries of all senate meetings. Marilyn will type up the minutes and this can take an enormous time. The summary is then reviewed by the President or Vice President to make sure the context makes sense or if acronyms are being used

and are well defined. The Secretary would support the President and Vice President as needed. This person would attend meetings and the idea is to be more intentional about appointing them to committees and help to close the loop in certain areas.

- These positions are not meant to undercut a person's job responsibilities. Marilyn always ensures the minutes are finished on time. It is important to clarify that these roles will not taking away or remove anything from anyone's job description that will cause a problem for another union. The language in the constitution needs to be clear that this person will review summaries. In addition it needs to be clear that this person will provide feedback directly to the Senate president. This is important as overtime the person in these role will change and it needs to be clear what their responsibilities will be.
- **Treasurer position:** The idea is to have another person review and help to predict the expenditures of the Academic Senate. This person would help with budget development proposals for Program Review and help keep track of potential workshops and conferences that would be appropriate for faculty to attend. This person could help Marilyn and other Academic Affairs Admins with coordinating travel support. The treasurer could be responsible for overseeing subcommittee budgets.
- **Extending the adjuncts terms to two years:** It can become disruptive with having to re-elect adjunct senators every year. Adjuncts are important partners of the Senate and bring in important perspectives. Currently AFT is negotiation with the District to have adjunct faculty who sit on Senate be compensated as they are currently volunteering their time. The current language seems to communicate that Adjunct faculty must have a teaching assignment for the fall semester in order for them to be eligible to serve on the Academic Senate. This is actually in violation of the current AFT contract. So long as Adjunct senators receive an assignment within a three year period they continue to be employed by the district. These changes would also allow the expansion of membership on the Curriculum Committee. If the Constitution is updated and ratified this term, current adjunct faculty serving a 1 year term would then serve a two year term starting July 1<sup>st</sup>.
- **Curriculum Committee:** There has been concerns with allowing the committee to expand its membership and be more flexible. The Curriculum Committee is currently noted in the Constitution, the proposal is to move this section to the Bylaws. The Constitution will need to be ratified by the full time faculty by a 2/3<sup>rd</sup>s Vote. It was suggested to add an additional representative for every 100 units of Curriculum. The Curriculum Committee composition would change as the Committee grows. Another proposal is to mirror the representation of the adjunct faculty on the Curriculum Committee to match that of the Academic Senate.
- Due to School Senator positions based on schools, more language has been added in regards to what would happened if a school is going to be re-organizing, splitting or merging. What will the involvement of the Senate be?
- More language has been added regarding what the Academic Senate signature means.
- There is a proposal to remove the requirement for resolutions to be restricted in their format in terms of the number of 'whereas and resolves'. The original idea was to keep processes in line with ASCCC.
- More clarifying language has been added regarding what it means for Senate to take "Action." What is the difference between a quorum and a membership?
- Academic Senate Constitution with revisions (pg. 24- 32)
- Academic Senate By-Laws with revisions (pg. 33-49)

2. Supporting Faculty & Students during the COVID-19 Pandemic, Rebecca Eikey
- Distance Learning Addendum & Professional Development Plan for Summer & Fall 2020, Lisa Hooper & Rebecca Eikey (pg. 50- 55)
  - **Emergency Blanket Distance Learning Addendum (DLA) Background:** Per the direction and guidance from the ACCJC, State Chancellors office the Curriculum Committee approved a Blanket DLA for summer and fall 2020. It is not anticipated that the blanket addendum waiver process will continue into 2021. However, there remains a significant likelihood that restrictions for face to face instruction may continue into 2021. The summer plan will be due May 20, 2020 and the fall plan is due on July 1, 2020. The plan that must be submitted to the state will include:
    - Language specifying how effective regular contact between faculty and students and student to student is being maintained.
    - Identification of locally approved courses that may need to be offered online.
    - Identification of courses that support essential infrastructures and health sectors.
    - For accreditation purposes identification of program degrees or certificates that will transition to more than 50% online.
    - The state is recommending to broaden the definitions of hybrid courses as these courses may require an in person meeting.
  - **Professional Development (PD) Plan:** A PD Plan will also be associated with the Emergency Blanket DLA Plan. James Glapa-Grossklag developed this plan with consultation Joy Shoemate in Online Education, Teresa Ciardi, chair of the Faculty Professional Development Committee and Chloe and Leslie Carr in the Professional Development department.
  - **Permanent vs Provisional DLA's:** For courses which currently do not have a permanent DLA could those departments choose to have permanent DLA, which would live beyond the duration of the current crisis or could be provisional and enacted due to a future emergency were face to face instruction become unsafe. It is understood that if social distancing restrictions were relaxed some laboratory courses will probably resume to face to face sooner than later. The CSU's and UC's have not provided any indication beyond the spring semester for how they will be process or accept lab courses taught online.
  - The Emergency Blanket DLA also refers to correspondence education, however this type of format is mostly limited to the incarcerated students. More thought needs to be placed on what courses will be offered in the summer and fall and understand that there may be some classes that should not be offered online.
  - **Courses being approved through Curriculum:** Department chairs were asked to identify which course currently have a permanent DLA. Could these courses be converted to 100% online or hybrid format? For those courses which would like to apply for a permanent or provisional DLA a presentation will need to be made to the Curriculum Committee to demonstrate various tools and modalities that will help meet the course objective. The presentations should take no more than 30 minutes. There are concerns with departments requesting permanent DLA's as there could be articulation implications for students in the future.
  - **Using CANVAS to teach online course:** It was clarified that instructors may not be required to use CANVAS to teach online courses if the course was not first listed as an online course. Accommodations are being made to allow some instructors to visit the campus and record their lectures or labs.
  - **IOI Qualifications for summer 2020:** The DLA was created due to an emergency for

spring and the IOI requirements were waived for spring. Will these requirements also be waived for summer? In addition IOI training, pedagogical training is also needed. There was a suggestion to compensate faculty who participate in IOI training as training will be available throughout the summer. Adjuncts are only eligible for 9 hours of training. If adjunct wanted to obtain certification over the summer the training would on a voluntary basis. The Senate needs to take action on this item of discussion separately.

- **Extending IOI waiver requirements for fall 2020:** It is suggested that in order to not disqualify instructors from the ability to teach online courses for fall 2020 that the waiver needs to be extended. There is concern that there will not be enough time to train instructors and even if they are they may not be compensated.
- **Federal Requirements:** The Federal definition of Distance Education states that courses can be taught synchronous and asynchronous so long as communication between the instructor and students is being maintained. Contact has to be initiated by faculty on a regular basis.
- **Authentication of Identity of Students:** There is an explicit requirement from the Federal Government to authenticate the identity of students whom faculty can award credit too. This would be done through a Learning Management System (LMS). Due to “Zoom” not being secure other Academic Senates have stated that faculty must maintain contact through CANVAS.
- **Instructional Advisory Council Meeting:** This meeting will take place with department chairs and Deans. There are plans to continue with remote instruction for summer and possibly into fall. A final recommendation needs to be made for summer will be made soon. Once a decision is made it will then move to the Executive Cabinet and to the Board of Trustees.
- An Academic Senate Special meeting will be scheduled next week on Monday, April 27, 2020 to take action and approve the DLA for summer and fall 2020.

#### **D. Unfinished Business**

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

#### **E. 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.*

#### **F. 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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<a href="#">BP 6700</a> & <a href="#">AP 6700 – Civic Center and Other Facility Use</a>
<a href="#">BP 7250</a> & <a href="#">AP 7250 Administrative Retreat Rights</a>



<b><u>New Policies:</u></b>
BP 3535 & AP 3535 Camera Policy ( <i>new policy</i> )
BP 3725 & AP 3725 Information & Communication Technology Accessibility & Acceptable Use ( <i>new policy</i> )
BP & AP 4231 Digital Badging ( <i>new policy</i> )
<a href="#"><u>BP 5517 &amp; AP 5517 Student Clubs, Organizations, Extracurricular Activities &amp; Travel</u></a> ( <i>new policy</i> )
BP & AP Covering Substitute Teachers ( <i>new policy</i> )
BP & AP Freedom of Speech, Harassment ( <i>new Policy</i> ) <ul style="list-style-type: none"> <li>• <a href="#"><u>BP 528 Student Rights to Expressive Activities</u></a></li> <li>• <a href="#"><u>BP 804 Distribution of Publications and Other Duplicated Material by Non-Students and Non-Student Groups</u></a></li> <li>• <a href="#"><u>BP 808 Non Student Speakers</u></a></li> </ul>

#### **G. Announcements**

- Next Academic Senate Meetings May 7<sup>th</sup> & May 21
- [ASCCC 2020 Spring Plenary Session, April 16-18](#), CANCELLED. May be re-scheduled for July 2020
- [ASCCC Career and Noncredit Institute, April 30<sup>th</sup> – May 2<sup>nd</sup>](#), CANCELLED
- [2020 Faculty Leadership Institute, June 18<sup>th</sup> – June 20<sup>th</sup>](#), Marriott Newport Beach
- [2020 Curriculum Institute, June 8, 2020 to July 11, 2020](#), Riverside Convention Center
- Academic Senate Elections for School Senators, Department Chairs and Curriculum Committee Members, 2 year term to be held 7/1/20-6/30/22. Adjunct Senator Positions, 1 year term to be held 7/1/20-6/30/21.
  - Special Note: Election nominations have resumed after Spring break. Results will be posted on a future Senate agenda.
- **Adjournment:** 5:10 pm

## Academic Senate Special Meeting Summary for April 27, 2020

Voting Members					
Senate President	Rebecca Eikey	X	Learning Resources Senator	Ron Karlin	X
Vice President	Jason Burgdorfer	X	Personal & Professional Learning Senator	Garrett Rieck	X
Immediate Past President	VACANT		At Large Senator	VACANT	A
Curriculum Chair/Vice President Elec	Lisa Hooper	X	At Large Senator	Jennifer Paris	X
Policy Review Chair/President Elect	David Andrus	X	At Large Senator	Erica Seubert	X
AT Senator	Regina Blasberg	A	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	A	Adjunct Senator	<i>Aaron Silverman proxy for Jessica Small</i>	X
Humanities Senator	Marco Llaguno	X	Adjunct Senator	Carly Perl (via zoom)	X
Kinesiology/Athletics Senator	<i>Lisa Hooper proxy for Philip Marcellin</i>	X	Adjunct Senator	Aaron Silverman	X
SBS Senator	Rebecca Shepherd	X	X= Present ( <i>all Present via Zoom</i> )	A= Absent	
Business Senator	Gary Collis	X			

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

Guest (all present via zoom)					
Andy McCutheon	X	James Glapa-Grossklag	X	Nicole Faudree	X
Ann MacPherson	X	Jeannie Chari	X	Omar Torres	X
Anthony Michelides	X	Jennifer Smolos	X	Paul Wickline	X
Ashley Murphy	X	Joy Shoemate	X	Rob Comeau	X
Brittany Huerta	X	Julie Johnson	X	Robert Wonzer	X
Chris Boltz	X	Kathy Bakhit	X	SB Tucker	X
David Stears	X	Kelly Burke	X	Siane Holland	X
Daylene Mueschke	X	Larry Alvarez	X	Susan Hinshaw	X
Dilek Sanver-Wang	X	Michael Sherry	X	Tammera Rice	X
Gary Quire	X	Michelle LaBrie	X		
Harriet Happle	X	Miriam Golbert	X		

### A. Routine Matters

1. Call to order: 2:05 pm
2. Public Comment: none
3. Approval of the Agenda:

- Motion to approve the agenda by Wendy Brill, seconded by Sab Matsumoto. Unanimous. Approved.

## B. Action Items

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

1. Distance Learning Addendum for Summer & Fall 2020, Lisa Hooper & Rebecca Eikey (pg. 2-3)
  - Per the [CCCCO Guidance Memo \(3/31/20\)](#): *Emergency Temporary Distance Education Blanket Addendum for Summer 2020 or Fall 2020, colleges may request approval for an Emergency Temporary Distance Education Blanket Addendum from the California Community Colleges Chancellor's Office to satisfy the requirements included in title 5, section 55206. If approved, this is considered valid only for summer and fall 2020. Title 5, § 55206 states that, "If any portion of the instruction in a new or existing course is to be provided through distance education, an addendum to the official course outline of record shall be required."*
  - **Option for Permanent or Provisional DLA:** The DLA plan offers faculty the options to select either a permanent or provisional DLA for courses in an emergency situation. These courses could then be offered in a distance learning modality going forward. The DLA is way to accomplish a better process for delivering courses in the summer and in the fall as opposed to what was delivered for spring.
    - **Permanent DLA:** Courses requesting a permanent DLA will be categorized as a technical change due to there being no substantive change.
    - **Provisional DLA:** The provisional DLA has not been crafted but it will be discussed at upcoming Curriculum Committee meeting. Many of these courses ought not to be taught in a distance learning modality but if an emergency circumstance calls for that they can be.
  - **Presentation to Curriculum Committee:** There are courses that are all lecture format and are eligible for Curriculum Committee Consent Calendar for the application of the DLA. These courses would include all lecture formats. For courses which require lab hours a presentation may be made to help demonstrate how various tools and modalities will be employed to meet the course objective. The presentation will be same for disciplines seeking either provisional or permanent DLA's. Many laboratory courses have an actual instructor supervising students while they are going through the practical experience. In distance learning modality many times courses are taught asynchronously or synchronously. Many instructors are accustomed to giving concurrent feedback to their students. What the presentation hopes to accomplish is a demonstration of how instructors will provide feedback to their learners in a distance learning modality. Many instructors are using zoom or having student complete a recording and then submit those recordings so that feedback can be provided. This is a requirement of the [Program Course Approval Handbook \(PCH\)](#). The idea is to begin scheduling presentations at the beginning of June with presentations staking approximately 30 minutes.
  - **Qualification for instructors to teach courses either a permanent or provisional DLA:** This is separate item for discussion.
  - **BOT Resolution:** The BOT has passed an emergency resolution that has given authority to our college Chancellor, Dr. Dianne Van Hook. Once Senate takes action an email notification will go directly to the Chancellor communicating that this document has been approved. The document will be prepared for a board meeting but will not be discussed at a board meeting. The Local Control process requires the district to submit a certification form that includes the Senate President's and Curriculum Chair's

signatures verifying that the local processes for curriculum development have been followed before moving to the Chancellor's office. It was clarified that not passing this document would limit what courses could be offered for students.

- Motion to approve the DLA for summer and fall 2020 by Lisa Hooper, seconded by David Andrus. Unanimous. Approved.

### C. Discussion Items

#### 1. [Online Instructor Requirements](#)

- [Title 5 Section 55208](#) Faculty Selection and Workload. States "instructors of distance education shall be prepared to teach in a distance education delivery method consistent with local district policies and negotiated agreements."
- **Faculty Training Data:** COC was the second college in California to implement training requirements for online distance education. The iterations have come about as a three way partnership between the Educational Technology Committee, the office of Distance Learning and Online Education and the Academic Senate.
  - Data was shared regarding the percentage of all instructors who have spring 2020 assignments and their ability to meet the standard requirements for teaching online.
    - 50% of instructors are qualified to teach online under the full standard requirements.
    - 40% fall under the relaxed requirement that Senate endorsed (March 2020).
    - 10% have not completed the relaxed requirements.
  - Out of 199 full-time faculty for spring:
    - 66% of faculty are fully online certified (which is 132 out of 199.)
    - 31% or 61 full-time faculty have completed the condensed training.
    - 6 full-time faculty are not certified at all.
  - Out of 566 adjunct instructors for spring:
    - 45% or 253 adjunct faculty are fully certified to teach online.
    - 43% or 246 adjunct faculty have completed the condensed training.
    - 12% or 67 adjunct faculty have not undergone any training.
  - Out of all groups of instructors there are a total 307 that still need to complete the training in order to receive the full certification. This number includes all credit and non-credit faculty who were assigned classes for spring 2020.
- **Survey Results:** A survey was conducted in partnership with Online Education and Institutional Research. Out of the 100 responses colleges identified the following as the most challenging aspect of making the transition to online teaching:
  - Translating the delivery of lessons and activities into new environments.
  - 50% stated the biggest concern moving forward is ensuring student learning.
- COC does have the capacity to address these concerns.
- The state chancellor's office has collected student success data. For students who are enrolled in fully online courses at College of the Canyons students are succeeding at a rate of 75%. The overall state is seeing a 60% success percent rate and COC outperforming the state.
- There are concerns with many of the Career Education faculty as many of them are only teaching one or two courses temporarily. These faculty may not have enough time to

complete the training. There are many programs that will not be able to run and will need to be placed on hold for summer and fall.

- **Faculty Training:** There is a request to alter the Introduction to Online Instruction (IOI) Course requirement as this may impact our CE, sciences and performing arts courses including older faculty. Could the 36 hour requirement be set up as stackable modules? There are concerns with building stackable modules. The idea is to model what an instructor would do in a classroom setting, such as engagement, interaction, group work and how to build a community in an online course via the Introduction to Online Instruction (IOI) Course. The training is set up to be continuous and instructors learn how to build their course. Instructors also take what they are learning and apply to their course. There is concern with making permanent changes to a temporary problem.
- Full-time faculty earn 2 units towards salary advancement; however, adjuncts do not. This is typically only done with undergraduate and graduate courses. Dividing up the training could pose possible accreditation issues. There was a reminder that the Professional Development plan will need to be submitted along with the DLA.
- **Next Step:** The next step is for Senate to take action on the requirements for online instructors for summer and fall 2020. Further discussion will also take place regarding the Professional Development offerings and this will also return as a Senate action item.

**D. Adjournment:** 3:20 pm.



COLLEGE OF THE CANYONS  
ACADEMIC SENATE  
EXECUTIVE COMMITTEE MEETING

**April 20, 2020**

1:30 p.m. to 2:30 p.m. via Zoom

**Summary**

**Attendees:** Joy Shoemate, Rebecca Eikey, Michelle LaBrie, Marlene Dermerjian, David Andrus, Jason Burgdorfer, Nicole Faudree, Lisa Hooper, Brittany Huerta, Claudia Acosta, Miriam Golbert, Maral Markarian, Aivee Ortega, Wendy Brill and Marilyn Jimenez.

**A. Routine Matters**

1. Call to order: 1:36 pm
2. Public Comment: none
3. Approval of the Agenda: Agenda approved unanimous.

**B. Reports**

1. Academic Senate President Report, Rebecca Eikey
  - President thanked everyone who is working hard on making changes to support our students during this pandemic crisis. Special thanks to Marilyn with all the note taking and all the work behind the scenes. In addition, special thanks to David for his work with the various policy changes, Lisa and the Curriculum Committee for working overtime, Aivee for her continuous hard work with checking MQ&E's and all the diligent work being done by the CASL Committee.

**C. Action: none**

**D. Discussion**

1. Modified Progress Survey Language-Canyons Connects (Starfish), Michelle LaBrie
  - The week 3 to 5 progress surveys have already been launched. With the arrival of COVID-19 preparations were done to release week 9 to 11 progress reports. However, it was clear that the language that was being sent to the students, [which was approved by Senate last year regarding when an instructor either raises a flag or some type of concern](#), does not address what is currently happening with our students. The language needs to be more informative and effective at explaining what options are available. In addition, the language needs to communicate how a student can get immediate help from the counseling department.
  - Michelle has been working with Counselors, Connie Perez and Diane Solomon to help field the flags

and referrals. Both Connie and Diane are doing a fantastic job helping with the interventions with students as the move to remote learning is taking place.

- The language that was approved by Academic Senate, with Rebecca's permission, was taken and added. This language regarding the student's options for Pass/No pass, Incomplete and various Withdrawal grading options was also sent via email. The language was also been vetted by Counseling and includes a [link to the Counseling Department](#) page where a student can schedule a drop in or individual counseling appointment. It is important for students to understand that there can be permanent consequences with selecting some of these grading options.
- This message communicates that the Canyons Connects Team understands that students are struggling perhaps due to the change to remote learning. There is also still an opportunity for a personalized note from the instructor. The language will sent out tomorrow. The progress survey will close on May 4<sup>th</sup> and there will be no additional communication sent out later in the semester. If the pandemic continues into summer and fall and if this language is still appropriate it will still be used. The language is dynamic and can be changed based on the needs of faculty or students.
- Notification has been received from UCLA's Transfer Alliance Program (TAP) in that they will accept the "Pass" grade for honors courses so long as COC provides this option to students. However, one issue is that the "Pass" is considered a "C" and in honors courses a student must earn a "B" or better. Due to the current crisis the COC Honor's Program agreed to accept the "Pass" as a passing grade.
- The committee approved the new language and confirmed Michelle can move forward and send out the communication to students. A Canyons Connects report with the sample updated language will be added to the April 23<sup>rd</sup> Senate Agenda.

## 2. Blanket Distance Learning Addendum (DLA) and Professional Development Plan for Summer and Fall 2020, Rebecca Eikey (pg. 2-6)

- CCCC [Emergency Guidance for Correspondence Education](#)
  - Correspondence Education: At one point Correspondence Education (CE) and Distance Education (DE) appeared together in the Title 5 regulation. These two areas have been separated and much attention has been given to the DE portion. The CE portion seems is going through the consultation process at the state level and should be completed in July 2020. There is a push from Chancellors office for all programs to start thinking about what CE would look like. Most of the courses in CE format are offered for the inmate population. CE is currently not defined locally.
- CCCC [Emergency Temporary DE Blanket Addendum for Summer 2020/Fall 2020](#)  
There is guidance from the State Chancellors office for districts to have a contingency plan in place for summer and fall semesters. In addition, all districts are being asked to have a plan in place for Professional Development to support faculty teaching online and remote courses. The DE plan will also include a list of online courses which will need to be approved through the local Curriculum process.
- Blanket Distance Learning Addendum (DLA), Lisa Hooper
  - The same convention which were used for the DLA creation for spring 2020 were used for summer and fall 2020. This plan has been approved in Curriculum Committee. This plan allows for courses to be taught in distance learning format. The State Chancellors office is no longer recognizing the term "remote" due to this term not existing in Ed Code or in

Accreditation Standards. In order to avoid having accreditation or articulation issues the Temporary Blanket Addendum maintains the quality of instruction while still recognizing that some modifications may be needed. These modification may be needed in the short term, and maybe permanently depending on what disciplines choose to do.

- 100% Online Approved Courses: If disciplines currently have 100% online addendums which have been approved by Curriculum Committee then those disciplines will be able to continue to offer those courses.
- Hybrid Approved Courses: If course were only approved for Hybrid format then these disciplines need to decide if they wish to pursue a permanent or a temporary 100% online addendum.
- Face to Face: If certain disciplines have never taught in distance or online format, a determination needs to be made regarding whether or not they wish to approve a permanent or temporary online addendum.
- Disciplines need to discuss at a department level and determine what platforms are available for them so that learning objectives are met. Any courses which require a lab will need to present to the Curriculum Committee and demonstrate how an instructor will oversee skill development and attainment. Science Lab courses have the option to offer a Hybrid DLA. These lecture portion will be placed on the Curriculum consent calendar. Both articulation officers Patrick and Julie caution faculty in certain disciplines teaching lab sciences from applying for permanent DLA as it could impact articulation going forward. Most DLA's will only be temporary for the duration of the emergency.
- A discussion will take place in Senate regarding which courses should present first to Curriculum. Curriculum will be tasked with determining which courses could return to face to face. Since many labs are not able to be taught online these may be the first to return to face to face. There are two meeting left this semester and another meeting may be needed during the summer.
- There could be other ways to meet the learning objectives beyond software. There are kits and other tools that could be available for certain programs or disciplines. It is not clear if this is a sustainable methodology. When a 100% DLA is applied to a course this is considered a substantial change. A memo must then be submitted to the State Chancellor's office which then gets recorded with the Department of Education. Certain areas are then affected such as Financial Aid. Student transcripts will not indicate whether a course was taught face to face or online. There are some schools which will not accept 100% online courses and this is not just for lab science courses. It is important to not jeopardize the ability for students to transfer to their school of choice. There are some schools which are accepting, for the Nursing program, online labs as a pre-requisite for spring and summer. For nursing courses a 75% is considered a pass. The biology and biological and environmental sciences departments feel that online courses are not the best and would prefer hybrid courses. It will be challenging to run labs face to face and maintain social distancing as many labs have students working in groups of 2-4 students. There will be a need to double the number of labs per week so students can work independently and there is not enough equipment available to accomplish this.
- In order to help explain the DLA document Lisa will provide a narrative zoom recording and will forward along with the document. This narrative will be submitted to the chairs for the



Friday's meeting.

- Professional Development (PD) Plan for Summer and Fall 2020, Joy Shoemate
  - Feedback for this plan is being sought by both the Professional Development Chair, Teresa Ciardi and Leslie Carr in the Professional Development Office.
  - The Chancellors office is requesting that in addition to the DLA that districts submit a PD plan for ongoing professional development, specifically for faculty and staff. The online team has been working with both Julie and Robert in CETL to gather a list of courses they are planning to offer. This list does not need to be finalized at this point. Leslie Carr in the PD Department is also planning to release specific PD dates. The current list only includes Online Education courses and CETL and does not include any faculty PD information from Teresa Ciardi. There was a request to tailor the faculty PD trainings so they cover the software programs and platforms currently being used. Another issue the PD Department has been facing is that many of the solutions and tools have limitations as they are not mobile friendly for students. The PD Department has been offering workshops on how to maintain effective instructor to student contact and how to support the student to student contact. Some workshops will continue to focus on the many Zoom features.

E. Adjournment: 2:45pm

Discipline Assignment	MQ&E for the specified discipline as listed in the current MQ&E state handbook/Equivalency	Evidence for how the faculty member meets MQ or E
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.	MA Educational Counseling, University of Southern California
Counseling: Extended Opportunity Programs and Services (EOPS)	Master's degree in rehabilitation counseling, or (2) Master's degree in counseling, guidance counseling, student personnel, clinical or counseling psychology, education counseling, social work, career development, marriage and family therapy, marriage, family and child counseling, or a Bachelor's degree in marriage and family therapy or in marriage, family and child counseling and possession of a license as a Marriage and Family Therapist (MFT); and either fifteen or more semester units in upper division or graduate level course work specifically related to people with disabilities, or completion of six semester units, or the equivalent of a graduate-level counseling practicum or counseling field work courses, in a postsecondary Disabled Students Programs and Services (DSPS) Program or in a program dealing predominantly or exclusively with people with disabilities, or two years of fulltime experience, or the equivalent, in one or more of the following; (A) Counseling for students with disabilities; or (B)	MS Counseling & Guidance, California Lutheran University, and 12 semester units related to ethnic minorities and persons handicapped by language, social and economic disadvantages.

	<p>Counseling in industry, government, public agencies, military or private social welfare organizations in which the responsibilities of the position were predominantly or exclusively for persons with disabilities, or the equivalent AND the ability to demonstrate clear evidence of a sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, and ethnic backgrounds of community college students. College of the Canyons prefers to hire faculty with demonstrable skills in academic computing and classroom use of computers.</p>	
<p>Counseling: Extended Opportunity Programs and Services (EOPS)</p>	<p>Master's degree in rehabilitation counseling, or (2) Master's degree in counseling, guidance counseling, student personnel, clinical or counseling psychology, education counseling, social work, career development, marriage and family therapy, marriage, family and child counseling, or a Bachelor's degree in marriage and family therapy or in marriage, family and child counseling and possession of a license as a Marriage and Family Therapist (MFT); and either fifteen or more semester units in upper division or graduate level course work specifically related to people with disabilities, or completion of six semester units, or the equivalent of a graduate-level counseling practicum or counseling field work courses, in a postsecondary Disabled Students Programs and Services (DSPS) Program or in a program dealing predominantly or exclusively with people with disabilities,</p>	<p>MS Counseling, sub-plan: Rehabilitation Counseling, California State University, Los Angeles</p>

	<p>or two years of fulltime experience, or the equivalent, in one or more of the following; (A) Counseling for students with disabilities; or (B) Counseling in industry, government, public agencies, military or private social welfare organizations in which the responsibilities of the position were predominantly or exclusively for persons with disabilities, or the equivalent AND the ability to demonstrate clear evidence of a sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, and ethnic backgrounds of community college students. College of the Canyons prefers to hire faculty with demonstrable skills in academic computing and classroom use of computers.</p>	
Counseling: Extended Opportunity Programs and Services (EOPS)	<p>Master's degree in rehabilitation counseling, or (2) Master's degree in counseling, guidance counseling, student personnel, clinical or counseling psychology, education counseling, social work, career development, marriage and family therapy, marriage, family and child counseling, or a Bachelor's degree in marriage and family therapy or in marriage, family and child counseling and possession of a license as a Marriage and Family Therapist (MFT); and either fifteen or more semester units in upper division or graduate level course work specifically related to people with disabilities, or completion of six semester units, or the equivalent of a graduate-level counseling practicum or counseling field work courses, in a postsecondary Disabled Students Programs and</p>	<p>MS Counseling, sub-plan: Rehabilitation Counseling, California State University, Los Angeles</p>

	<p>Services (DSPS) Program or in a program dealing predominantly or exclusively with people with disabilities, or two years of fulltime experience, or the equivalent, in one or more of the following; (A) Counseling for students with disabilities; or (B) Counseling in industry, government, public agencies, military or private social welfare organizations in which the responsibilities of the position were predominantly or exclusively for persons with disabilities, or the equivalent AND the ability to demonstrate clear evidence of a sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, and ethnic backgrounds of community college students. College of the Canyons prefers to hire faculty with demonstrable skills in academic computing and classroom use of computers.</p>	
Nursing Science/ Clinical Practice	<p>Bachelor's degree in Nursing or better AND two (2) years of experience in the discipline (At least one year's experience must be continuous, full-time experience in direct patient care practice as a registered nurse within the last 5 years). The BRN defines direct patient care as in a hospital setting. AND A valid, active California RN license</p>	<p>BS Nursing, Western Governors University, and 7 full time years of experience in the discipline as a Registered Nurse, and valid California RN License</p>
Psychology	<p>Master's in psychology OR - Bachelor's in psychology AND Master's degree in counseling, sociology, statistics, neuroscience, or social work.</p>	<p>MA Psychology, Union College</p>
Psychology	<p>Master's in psychology OR - Bachelor's in psychology AND Master's degree in counseling, sociology, statistics, neuroscience, or social work.</p>	<p>BA Psychology, California State University, Long Beach, MA Counseling Psychology, University of San Francisco</p>
Environmental Technologies (Environmental hazardous	<p>Any bachelor's degree and two (2) years of full-time</p>	<p>MBA Management, California Coast University, and 11.67 full</p>

material technology, hazardous material abatement, environmentally conscious manufacturing, waste water pretreatment, air pollution control technology, integrated waste management, water treatment, sewage treatment)	equivalent professional experience directly related to the faculty member's teaching assignment or the <a href="#">equivalent</a> ; OR - Any associate degree and six (6) years of professional experience directly related to the faculty member's teaching assignment or the <a href="#">equivalent</a> .	time years of professional experience directly related to the assignment
Adjunct – Environmental Technologies (Environmental hazardous material technology, hazardous material abatement, environmentally conscious manufacturing, waste water pretreatment, air pollution control technology, integrated waste management, water treatment, sewage treatment)	Any bachelor's degree and two (2) years of full-time equivalent professional experience directly related to the faculty member's teaching assignment or the <a href="#">equivalent</a> ; OR - Any associate degree and six (6) years of professional experience directly related to the faculty member's teaching assignment or the <a href="#">equivalent</a> .	MA Public Administration, Arkansas State University, and 19.83 full time years of professional experience directly related to the assignment
Vocational (Short-term) Noncredit	Any bachelor's degree and two (2) years of occupational experience related to the subject of the course taught or the <a href="#">equivalent</a> ; OR- Any associate degree and six (6) years of occupational experience related to the subject of the course taught or the <a href="#">equivalent</a> ; OR- Possession of a full-time, clear California Designated Subjects Adult Education Teaching Credential authorizing instruction in the subject matter; OR- For courses in an occupation for which the District offers or has offered apprenticeship instruction, the minimum qualifications for noncredit apprenticeship instructors in that occupation, as specified in title 5 section 53413.	PhD Education, Walden University, and 16 full time years of occupational experience related to the subject of course taught
Vocational (Short-term) Noncredit	Any bachelor's degree and two (2) years of occupational experience related to the	MBA, Business Administration, Devry University, Keller Graduate School of

	subject of the course taught or the <a href="#">equivalent</a> ; OR- Any associate degree and six (6) years of occupational experience related to the subject of the course taught or the <a href="#">equivalent</a> ; OR- Possession of a full-time, clear California Designated Subjects Adult Education Teaching Credential authorizing instruction in the subject matter; OR- For courses in an occupation for which the District offers or has offered apprenticeship instruction, the minimum qualifications for noncredit apprenticeship instructors in that occupation, as specified in title 5 section 53413.	Management, 24.24 full time years of occupational experience related to the subject of course taught
Vocational (Short-term)Noncredit	Any bachelor's degree and two (2) years of occupational experience related to the subject of the course taught or the <a href="#">equivalent</a> ; OR- Any associate degree and six (6) years of occupational experience related to the subject of the course taught or the <a href="#">equivalent</a> ; OR- Possession of a full-time, clear California Designated Subjects Adult Education Teaching Credential authorizing instruction in the subject matter; OR- For courses in an occupation for which the District offers or has offered apprenticeship instruction, the minimum qualifications for noncredit apprenticeship instructors in that occupation, as specified in title 5 section 53413.	MA Counseling and College Student Personnel, California Lutheran University, and 3.92 full time years of occupational experience related to the subject of the course taught
Vocational (Short-term)Noncredit	Any bachelor's degree and two (2) years of full-time equivalent professional experience directly related to the faculty member's teaching assignment or the <a href="#">equivalent</a> ; OR- Any associate degree and six (6) years of professional experience directly related to	BS Business Administration Finance, California State University, Northridge, 3.10 full time years of professional experience directly related to assignment

	the faculty member's teaching assignment or the <a href="#">equivalent</a> .	
Vocational (Short-term) Noncredit	Any bachelor's degree and two (2) years of occupational experience related to the subject of the course taught or the <a href="#">equivalent</a> ; OR- Any associate degree and six (6) years of occupational experience related to the subject of the course taught or the <a href="#">equivalent</a> ; OR- Possession of a full-time, clear California Designated Subjects Adult Education Teaching Credential authorizing instruction in the subject matter; OR- For courses in an occupation for which the District offers or has offered apprenticeship instruction, the minimum qualifications for noncredit apprenticeship instructors in that occupation, as specified in title 5 section 53413.	PhD Forensic Psychology, Alliant International University, and 13.26 years of occupational experience related to the subject of the course taught
Vocational (Short-term) Noncredit	Any bachelor's degree and two (2) years of occupational experience related to the subject of the course taught or the <a href="#">equivalent</a> ; OR- Any associate degree and six (6) years of occupational experience related to the subject of the course taught or the <a href="#">equivalent</a> ; OR- Possession of a full-time, clear California Designated Subjects Adult Education Teaching Credential authorizing instruction in the subject matter; OR- For courses in an occupation for which the District offers or has offered apprenticeship instruction, the minimum qualifications for noncredit apprenticeship instructors in that occupation, as specified in title 5 section 53413.	MA Healthcare Management, Western Governors University, and 19 full time years of occupational experience related to the subject of the course taught
Vocational (Short-term) Noncredit -	Any bachelor's degree and two (2) years of occupational experience related to the subject of the course taught or the <a href="#">equivalent</a> ; OR- Any	MS Counseling, Marriage and Family Therapy, California State University, Northridge, and 6 full time years of occupational experience related



	<p>associate degree and six (6) years of occupational experience related to the subject of the course taught or the <a href="#">equivalent</a>; OR- Possession of a full-time, clear California Designated Subjects Adult Education Teaching Credential authorizing instruction in the subject matter; OR- For courses in an occupation for which the District offers or has offered apprenticeship instruction, the minimum qualifications for noncredit apprenticeship instructors in that occupation, as specified in title 5 section 53413.</p>	to the subject of the course taught
Health and Safety: Noncredit	<p>Bachelor's degree in health science, health education, biology, nursing, dietetics, or nutrition; or an Associate degree in any of those subjects, and four years of professional experience related to the subject of the course taught.</p>	MA Nursing, California State Dominguez Hills, RN License, 17.90 full time years of professional experience related to the subject of course taught
Older Adults: Noncredit	<p>1. Bachelor's degree with a major related to the subject of the course taught, AND either (A) or (B) below:</p> <p>(A) Thirty hours or two semester units of course work or class work in understanding the needs of the older adult taken at an accredited institution of higher education or approved by the District. This requirement may be completed concurrently during the first year of employment as a noncredit instructor; OR;</p> <p>(B) One year of professional experience working with older adults OR;</p>	PhD Gerontology, University of Putra Malaysia/Evaluation from Educational Credential Evaluators (ECE), and 17 full time years of experience working with older adults

	<p>Associate degree with a major related to the subject of the course taught; and two years of occupational experience related to the subject of the course taught; and sixty hours or four semester units of coursework or classwork in understanding the needs of the older adult, taken at an accredited institution of higher education or approved by the District. This last requirement may be completed concurrently during the first year of employment as a noncredit instructor.</p>	
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## Faculty Development Committee Minutes

April 27, 2020

11:00 am @ ZOOM

Chair(s): [Teresa Ciardi](#)

Administrative Director: [Leslie Carr](#)

Members: [Annie Aboulian](#), [Brittany Applen](#), [Sarah Breshears](#), [Sandy Carroll](#), [Gary Collis](#),  
[Brandon Hilst](#), [Ted Jacenda](#), [Adam Kaminsky](#), [Susan Ling](#), [Tammy Mahan](#), [Wendy Ruiz](#),  
[Nicole Faudree](#)

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1. Announcements and/or time critical additions to agenda from any committee representative and/or the Administrative Director
  - CASL and Program Review Committees are planning a day of assessment for fall FLEX and have requested a minor change to the fall FLEX week theme to include a component that acknowledges the crisis we are all experiencing and what we have done to ensure student success. Thus, we have changed our 2020/2021 Faculty Professional Development theme to: Embracing All Cultures **in a Time of Crisis**.
  - CASL is tentatively planning to invite a guest speaker from NILOA (National Institute for Learning Outcomes Association) to present on the day of assessment.
2. Review Faculty Professional Development Proposals & Reports
  - All five proposals were approved. Please see the Excel table in the minutes for details.
3. Fall 2020 LEX Week Conference Planning
  - Fall FLEX week will likely have workshops presented via ConferZoom. The workshop presenter will set up the Zoom and send the link to participants. Workshops could be live workshops via Zoom, online poster sessions, and/or pre-recorded videos/webinars to add variety to the schedule.
  - The committee also requested that Dr. Ryan Theule provide a tour of the Canyon Country Campus using a Go Pro camera so that faculty can see how the campus is growing and changing, and what it would look like if we were walking along with him viewing the spaces and the campus. Leslie will contact him to make that request.
  - A workshop on ePortfolios was suggested by CASL.
  - A Health & Wellness Day was suggested, with Cindy Schwanke and Samir Hamawe presenting live cooking demonstrations. The committee agreed that in all cultures sharing a meal provides connection and a sense of well-being.

- Distance education (remote learning) workshops - skills, best practices, and discussions of failures - will be embedded in the Fall 2020 FLEX Conference schedule.

#### 4. Discussion Items

##### a. Cornerstone Training Plan (**Highlights from Leslie**)

- Leslie and Sarah are in week #5 of the 12-week training program. Testing will occur in June with a full roll-out on July 1<sup>st</sup>.
- Teresa Ciardi, Chair of Faculty Professional Development, will work with Leslie Carr, Director of Professional Development, to implement training and necessary changes as we transition from Frotnline to cornerstone over the summer.

##### b. Guidelines and Operating Procedures Possible Changes:

###### A. Cornerstone will have 1 proposal. Do we need “XII. Guidelines for Specific Proposals”?

- Teresa Ciardi will work with Leslie Carr to develop the single proposal.
- Revisions to FPDC Guidelines and Operating Procedures will be drafted by Teresa Ciardi, once Cornerstone is in place.

- “Proposals for Independent Projects must be submitted within 21 days of starting the project, and no later than the Monday following Spring Break.” What do we think?
  - The committee voted to change this language in the FPDC Guidelines and Operating Procedures, to read, “Proposals for Independent Projects should be submitted within 21 days of starting the projects, and must be submitted no later than the Monday following Spring Break.”
  - The committee will look at developing a blanket approval for all of the remote learning activities that will take place in the summer and fall, and take it to the Academic Senate for approval.

#### Announcements

- The remainder of our Spring 2020 meetings will occur via Zoom***
- Fall 2020 FLEX Week Planning May 11***
- Next Full Committee Meeting May 18 (Last meeting of semester! Join meeting with your favorite snack, brunch, or lunch. Let’s have a meal together.)***

FLEX Applications April 27, 2020

	Submitted by	Activity Title	Date	Form	Committee Decision
1	Ferguson, Chris	Verify Students Watch Lecture Replacement Videos (Coronavirus related)	3/20/2020	Independent Project	Approved
2	Teachout, Matt	Lecture Video Training	3/18/2020	Independent Project	Approved
3	Pineda, Salvador	LCR - Materials Lab during covid-19	03/23/2020 - 06/01/2020	Independent Project	Approved
4	Faudree, Nicole	Transition of course instructor	4/13/2020	Outreach	Approved
5	Kane, Belinda	LCR - State Community College Cross Country/Track and Field Contingency Plan for Covid19 Pandemic	02/26/2020 - 05/14/2020	Independent Project	Approved

*2019/2020 FPDC Meeting Dates*

	<b>Chair(s) &amp; Director</b> <i>2<sup>nd</sup> Monday</i>	<b>FLEX Week Planning</b> <i>3<sup>rd</sup> Monday</i>	<b>Full Committee</b> <i>4<sup>th</sup> Monday</i>
August	19	-	27
September	9	16	24
October	14	21	22
November	Holiday!	18	25
December	9	-	-
February	10	-	24
March	9	<del>16</del>	<del>23</del> 30
April	13	<del>20</del>	27
May	4	11	18

*Faculty Professional Development Committee Representation*

<b>Schools/Services</b>	<b>Representatives</b>
Professional Development Director	Leslie Carr
Chair(s)	1. Teresa Ciardi (School of Mathematics, Science, Engineering)
School of Applied Technologies	<b>VACANT</b>
School of Business	Gary Collis
School of Humanities	Annie Aboulian Brittany Appen
School of Kinesiology/Physical Education	Chris Cota (Fall) Ted Iacenda (Spring)
School of Learning Resources	Sarah Breshears
School of Mathematics, Science, & Health Professions	Sandy Carroll Brandon Hilst Teresa Ciardi
School of Social & Behavioral Sciences	Wendy Ruiz (Early Childhood Education) Adam Kaminsky Tammy Mahan (Psychology)
School of Student Services	Susan Ling (Counseling)
School of Visual & Performing Arts	<b>VACANT</b>
Full-time Faculty a Large Representatives	<b>VACANT</b>
Adjunct Faculty	<b>VACANT</b>
ASG Representative	<b>VACANT</b>

## **Spring 2020 Senate Election Results**

### **School Senator Positions**

2 year term to be held 7/1/20-6/30/22

<b>School/Division</b>	<b>Nominees</b>
Applied Technologies	Regina Blasberg
Business	Gary Quire
Kinesiology/PE/Athletics	Phil Marcellin
Learning Resources	Peter Hepburn
MSHP	Shane Ramey
School of Humanities	Marco Llaguno
Student Services	Garrett Hooper
Social and Behavioral Sciences	Tammera Rice
Visual Arts & Performing Arts	Dave Brill

### **At-Large Senator**

<b>Faculty Name</b>	<b>Nominee</b>
At-Large	Rebecca Shepherd

## Curriculum Committee

2 year term to be held from 7/1/20 – 6/30/22

School/Division Representatives (Full-time faculty)	Nominations
Applied Technologies	Holly Hitt-Zuniga
Business	Lori Young
Kinesiology/PE/Athletics	<b>pending</b>
Learning Resources	Erin Barnthouse
MSHP	Mary Bates
Personal and Professional Learning	Garrett Rieck
School of Humanities	Tricia George
Student Services	Julie Hovden
Social and Behavioral Sciences	<b>pending</b>
Visual Arts & Performing Arts	Chris Boltz
Three At-Large Representatives (Full-time faculty)	
At-Large	Susan Ling
At-Large	Jeremy Patrick
At-Large	<b>pending</b>
One Adjunct Representative (Adjunct faculty)	
Adjunct Representative	<b>pending</b>

## Department Chairs

2 year term to be held 7/1/20-6/30/22.

	2020 Departments and Chairs
<b>School of Applied Technologies</b>	*Architecture and Interior Design, Jason Oliver, Chair
	*Automotive Technology, Gary Sornborger, Chair
	*Construction Management & Technologies - <b>pending</b>



	*Engineering Technologies – Regina Blasberg, Chair
	*Manufacturing Technology – Tim Baber, Chair
	*Telecommunications & Electronic Systems – Lee Hilliard, Chair
	*Welding – Tim Baber, Chair
<b>School of Business</b>	*Business - Ali Naddafpour, Chair
	*Computer Applications & Web Tech (CAWT) – Melanie Lipman, Chair
	*Culinary Arts/Wine Studies - Cindy Schwanke, Chair
	*Economics - Guillermo Cruz, Chair
	*Hotel & Restaurant Management – Kevin Anthony, Chair
	*Paralegal Studies – Nicole Faudree, Chair
	*Real Estate – Kevin Anthony, Chair
	*CWEE – Nicole Faduree, Chair
<b>School of Humanities</b>	*American Sign Language – Brittany Applen, Chair
	*Cinema – Gary Peterson, Chair
	*English – Alene Terzian-Zeitounian, Chair
	*English as a Second Language – Heather Maclean, Chair
	*Humanities Program - Adam Kaiserman, Chair

	*Modern Languages – Claudia Acosta, Chair
	*Philosophy – Andrew Jones-Cathcart, Chair
<b>School of Kinesiology</b>	*Kinesiology/Physical Education – <b>pending</b>
<b>School of Mathematics, Sciences, &amp; Health Professions</b>	*Administration of Justice – Larry Alvarez, Chair
	*Biological Sciences – Miriam Golbert, Chair
	*Chemistry –Consuelo Beecher, Chair
	*Computer Science – Benjamin Riviera, Chair
	* Earth & Space Sciences, <b>pending</b>
	*Emergency Medical Technician/Health Sciences – Patti Haley, Chair
	*Engineering and Physics – David Martinez, Chair
	*Fire Technology- Keith Kawamoto, Chair

	*Mathematics – Charlie Johnson, Chair
	*Medical Laboratory Tech (MLT) - Hencelyn Chu, Chair
	*Nursing – <b>pending</b>
<b>Social &amp; Behavioral Sciences</b>	*Anthropology – Lisa Malley, Chair
	*Communication Studies – Tamera Stokes Rice, Chair
	*Early Childhood Education – Jennifer Paris, Chair
	*History – Sherrill Pennington, Chair
	*Political Science – David Andrus, Chair
	*Psychology – Deanna Riviera, Chair
	*Sociology – Katie Coleman, Chair

<b>Visual &amp; Performing Arts</b>	*Art – Michael McCaffery, Chair
	*Dance – Diane Stanich, Chair
	*Graphic & Multimedia Design – Shannon Doronio, Chair
	*Media Entertainment Art – Jon Amador, Chair
	*Music – Bernardo Feldman, Chair
	*Photography – Wendy Brill-Wynkoop, Chair
	*Theatre – Christopher Boltz, Chair
<b>Enrollment Services, Counseling, &amp; Student Services</b>	*Counseling – Erika Torgeson, Chair

## **Upcoming Senate Elections**

For Department Chair, Adjunct Senators and Adjunct Senator Representative for Curriculum Committee  
to begin Monday, 5/11/2020:

**Department Chairs:** Voting available from 5/11 – 5/15

Earth and Space Sciences (Voters: Full-time faculty in this department)

Kinesiology and Physical Education ((Voters: Full-time faculty in this department)

**Adjunct Senators:** Voting available from 5/11 – 5/20

Three positions where voters will be able to vote for up to three of the candidates.

Voters: Adjunct faculty

**Adjunct Rep. for Curriculum:** Voting available from 5/11 – 5/20

One position.

Voters: Adjunct faculty

# Summary of Options for Distance Education: Online Instructor Certification Requirements

## Center for Excellence in Teaching and Learning Online Education

Ed Tech Committee (pending Ed Tech approval May 6, 2020)

- I. **Refresh Recommendation -**  
Every 3 years. In 2017 - An accreditation recommendation encouraging COC to develop a mechanism where we would regularly evaluate online instructors. Extended by 6 months (to 12/31/20) for the **current** cohort. ***Six month extension for current cohort recommended.***
- II. **Online Instructor Training Requirements for Summer 2020 -**  
Summer schedule is done based on available information. If we change anything, cause confusion. Least disruption - keep current reduced current training requirements for summer. ***Temporary, emergency requirements of 3/13/20 recommended.***
- III. **Fall 2020-** With all options below CETL will continue to train faculty using the **\*CETL IOI Plan** - Train everyone (see below). 300 faculty need training and 240 spots have been scheduled by CETL IOI.
  1. **Option 1 - Rollover Option** - Apply the emergency Spring instructional standards for Fall 2020\* - ***Not recommended***
  2. **Option 2 - DLA Specific Option** - Courses with a permanent DLA require online certification, while provisional courses would not. Tie the training requirements to the courses. ***Not recommended***
  3. **Option 3 - Provisional Certification - Faculty teaching in a distance education format during Fall 2020 must be fully online instructor certified or have completed the provisional Fall 2020 certification.** If faculty choose not to complete the full 36 hour IOI course, they need to be Canvas Certified and complete the Section 508 training. They would need to complete a self-paced training course (total 4 hours) designed by Online Education in collaboration with CETL that highlights major best practices and major regulatory requirements. Participants will demonstrate skills in a sandbox course paired with a faculty mentor during summer. Examples of course objectives/modules include *Course Design, Building Community, Communication*. This training shall be completed one week prior to the start of the Fall semester, 2020. **The training completed under option 3 shall not be considered an equivalency to any portion of IOI.** This provisional certification shall expire **December 31, 2020** so these faculty have an opportunity to consider taking the full course. Faculty might later elect to become fully certified would have to take the entire 36 hour IOI course.  
***Restore full training requirements by January 1, 2021 pre-emergency standards.***

4. **Option 4** - Restore full online instructor certification requirements (IOI, Canvas, 508) effective Fall semester 2020. ***Not recommended. Restore full training requirements by January 1, 2021 pre-emergency standards.***

**\*CETL IOI Training Schedule** - Goal 300 trained - Will add more sections as needed.

IOI Date Start	Instructor	Status	Published in Frontline	Enrollment
May 4	Michelle	Waitlisted	Y	20
May 11	Tammy	Waitlisted	Y	20
May 11	Katie	Waitlisted	Y	20
May 11	Tammy	Enrolling	Y	20
May 28	Katie	Waitlisted	Y	20
June 4	Kelly	Waitlisted	Not yet	20
June 4	Kelly	Shadow - Not yet announced	Not yet	20
June 4	Tammy	Not yet announced	Not yet	20
June 4	Tammy	Shadow - Not yet announced	Not yet	20
July 6	Michelle	Not yet announced	Not yet	20
July 6	Michelle	Shadow - Not yet announced	Not yet	20
July 6	Michelle	Shadow - Not yet announced	Not yet	20
Totals- 12 new sections				240

*NOTE: Bold indicates additions and strikeouts indicate deletions.*

## **COLLEGE OF THE CANYONS ACADEMIC**

### **SENATE CONSTITUTION**

#### **PREAMBLE**

We, the faculty of College of the Canyons, do hereby establish this Constitution to represent the faculty in academic and professional matters and to enable the collegial process of shared governance.

#### **ARTICLE I – NAME**

The official name of the organization shall be the College of the Canyons Academic Senate.

#### **ARTICLE II – PURPOSE**

In accordance with Title 5, the purpose of the Academic Senate, as the representative body of the Faculty, shall be to recommend, promote and participate in the formation and implementation of policies on academic and professional matters and to support faculty, students, administration, and the Board of Trustees in that endeavor.

#### **ARTICLE III – DEFINITIONS**

For the purposes of this Constitution, the term “tenured” faculty refers to regular employee and the term “tenure track” faculty refers to probationary and, or contract employee as defined by Education Code Section 87661(d) and 87661(b), respectively. The term “adjunct faculty” refers to temporary employee as defined by California Education Code Section 87482.5.

#### **ARTICLE IV – ~~ELECTIONS~~ MEMBERSHIP**

Section 1 – The voting members of the Academic Senate hereinafter identified as Senators who, unless otherwise specified, shall be tenured and tenure track faculty members are:

- A. President (**Officer**)
- B. Vice President (**officer**)
- C. Clerk (Officer)**
- D. Treasurer (**officer**)



- E. 3 Adjunct-Faculty ~~Representatives~~ **Senators**
- F. The Immediate Past Academic Senate President
- G. 1 ~~Representative~~ **Senator** from each School/Division<sup>1</sup>
- H. 1 At-Large ~~Representative~~ **Senator** per every 40 tenured/tenure track faculty members
- I. Faculty Chair of the Curriculum Committee (Ex Officio).
- J. Chair, Policy Review Committee (**Ex Officio**)
- K. **In the event that the Academic Senate President is not chairing the Program Viability Committee, the Program Viability Committee Chair will serve as Ex Officio on the Senate.**

Section 2 – Individuals that satisfy two or more of the positions/titles listed in Article IV (Section 1) shall be, nonetheless, held to only one vote on matters before the Senate. This restriction does not restrict the right to hold a proxy vote.

Section 3 – The Non-voting members of the Academic Senate shall be:

- A. Chief Instructional Officer (CIO)
- B. Vice President of Student Services
- C. The COC Faculty Association President, or designee
- D. The COC Adjunct Association President, or designee
- E. The Student Senator of Associated Student Government (ASG).
  - 1. The Student Senator shall become a member of the Academic Senate if approved and appointed by the ASG. ASG Membership on the Academic Senate is purely voluntary.

Section 4 – The President of the Academic Senate may vote only when **their** ~~his/her~~ vote will change the outcome.

## ARTICLE V – ELECTIONS

**Section 1 - The elected positions of the Academic Senate include:**

- A. **President/President-Elect**
- B. **Vice President/Vice President-Elect**
- C. **Clerk (Officer)**
- D. **Treasurer (Officer)**
- E. **School/Division Senators<sup>1</sup>**

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<sup>1</sup> For Schools with two or more Divisions, Senate Representation will take place on the Division level.

**F. At Large Senators**  
**G. Adjunct-Faculty Senators**

**Section 2** – The term of office for all Senators shall commence July 1 and end June 30.

**Section 3** – The Senators shall be elected in the following manner:

- A. The President and the Vice President shall each serve a two-year term of office upon election by a plurality of the tenured/tenure track faculty at College of the Canyons. The elections shall be administered by the Academic Senate and conducted no later than the **10<sup>th</sup> 4<sup>th</sup>** week of the ~~Spring~~ **Fall** Semester of ~~even~~ **odd** years. A publicized call for nominations shall be sent prior to the conclusion of the preceding ~~fall~~ **spring** semester. The nominating period shall be open and extend until the conclusion of the **fifth second** week of the ~~spring~~ **fall** semester. No restrictions shall exist in the number of terms served. **Members elected to office shall shadow the current officers of President and Vice President during the Spring semester before their term of office commences.**
- B. The **Clerk** and Treasurer shall each serve a two-year term of office upon election by a plurality of the tenured/tenure track faculty at College of the Canyons. The elections shall be administered by the Academic Senate and conducted no later than the 12<sup>th</sup> week of the Fall Semester of odd years. A publicized call for nominations shall be sent prior to the conclusion of the preceding spring semester. The nominating period shall be open and extend until the conclusion of the fifth week of the fall semester. No restrictions shall exist in the number of terms served. **Members elected to office shall shadow the current officers of Clerk and Treasurer during the Spring semester before their term of office commences.**
- C. The School/Division Senators shall be elected by a plurality of the tenured/tenure-track faculty in their respective Schools/Divisions. They will be elected for a two-year term. No restrictions shall exist in the number of terms served. The elections shall be conducted in the respective Schools/Divisions no later than the 6<sup>th</sup> week of the Spring Semester of even years. The nominating period shall be no less than two weeks in duration.
- D. The At-Large Senators will be elected by a plurality of the tenured and tenure track faculty. They will be elected for a two-year term. No restrictions shall exist in the number of terms served. The elections will be conducted no later than the 8<sup>th</sup> week of the Spring semester of odd years. The nominating period shall be no less than two weeks in duration.
- E. School/Division Senators and At-Large Senators will have staggered terms from one another. The nominating period shall be no less than two weeks in duration.
- F. Adjunct Senators will be elected during each **Spring semester**. ~~after the Office of Instruction confirms teaching assignments for the subsequent Fall semester.~~

Adjunct Senators will be elected by a plurality of the adjunct faculty maintaining employment as adjunct faculty during the current Spring Semester **defined by the American Federation of Teachers Collective Bargaining Agreement**. The Academic Senate may delay the election to the subsequent fall semester if course scheduling and enrollment matters deem it necessary to do so, and under such circumstances Adjunct Senators will then be elected by a plurality of adjunct faculty maintaining employment as adjunct faculty during the subsequent fall semester. The Adjunct Senator will serve a **one-two** year term. The Adjunct Senator **and** must maintain **their** his/her employment as an adjunct faculty member, **as defined by the American Federation of Teachers Collective Bargaining Agreement**, during **their** his/her term of office. The nominating period shall be no less than two weeks in duration. **No restrictions shall exist in the number of terms served.**

- G. In any non-contested elections where there is only one candidate for a position, a formal ballot will not be needed unless requested by an eligible voting member for that respective election.
- H. The results of all elections must be confirmed by the Academic Senate by the conclusion of the semester in which they are held.

**Section 4** – Senate vacancies in office shall exist as so declared by a two-third majority of the Academic Senate upon acknowledgement of resignation, sabbatical leave of absence, recall, non-performance or other incapacity.

- A. Vacancies in the office of President or Vice President shall be filled in the manner prescribed by a plurality vote of a quorum of the Academic Senate.
- B. **Vacancies in the office of Clerk or Treasurer shall be filled in the manner prescribed by a plurality vote of a quorum of the Academic Senate.**
- C. Vacancies in the office of School/Division Senator shall be filled by a plurality of voting tenured and tenure track faculty from which that Senator was elected in a manner prescribed by the Senate.
- D. Vacancies in the office of At Large Senator shall be filled by a plurality of voting tenured and tenure track faculty in a manner prescribed by the Senate.
- E. Vacancies in the office of Adjunct Senator shall be filled by a plurality of voting adjunct faculty in a special election to be held as soon as possible once a vacancy has been declared.
- F. Recall of the President, Vice President, **Clerk, Treasurer** or At-Large Senator may be initiated by a petition of 40% of all full time Faculty members. Upon establishment of the authenticity of the petition, the Academic Senate must conduct a recall election among the tenured/tenure track faculty. A 2/3 vote of those tenured/tenure track faculty having voted is required to recall the

President, Vice President, **Clerk**, **Treasurer** or At- Large Senator from office.

- G. Recall of a School/Division Senator may be initiated by 40% of members of the School/Division. Upon establishment of the authenticity of the petition, the Academic Senate will authorize the School/Division to conduct a recall election. At 2/3 vote of those tenured/tenure track faculty having voted from that School/Division is required to recall the School/Division Senator from office.
- H. Recall of an Adjunct Senator may be initiated by 40% of adjunct faculty. Upon establishment of the authenticity of the petition, the Academic Senate will authorize a recall election. A 2/3 vote of those adjunct faculty having voted is required to recall the Adjunct Senator from office.
- I. Recall of any member of the Academic Senate due to the non-performance of a member in violation of their assigned duties outlined in Article II of the Academic Senate Bylaws may be accomplished by an initial 2/3 vote of the Academic Senate, and subsequent ratification by pertinent faculty members under the following scenarios:
  - 1. Subsequent to initiation by the Senate, removal of the President or Vice-President **or Clerk or Treasurer** will occur only upon approval of 2/3 of voting tenured/tenure track faculty.
  - 2. Subsequent to initiation by the Senate, removal of a School/Division Senator will occur only upon approval of 2/3 of voting faculty from that Senator's designated constituents.
  - 3. Subsequent to initiation by the Senate, removal of an Adjunct-Instructor will occur only upon approval of 2/3 of voting adjunct faculty members.
  - 4. Recall of an At-Large Senator for non-performance may be accomplished by a 2/3 vote of the Academic Senate alone.
  - 5. All other members of the Academic Senate cannot be removed for non-performance. Removal of those members may be realized by the loss of their title and positions.

## ARTICLE V – CURRICULUM COMMITTEE

Section 1 –Curriculum is the heart of the educational mission of the college; as such, the Curriculum Committee shall be considered the Academic Senate's primary sub-committee.

Section 2 – The Faculty Curriculum Committee chair will be appointed by the President and subject to confirmation by a majority of the Senate.

Section 3 – The Faculty Chair of the Curriculum Committee shall serve a two year term, subject to reconfirmation by a majority vote of the Academic Senate every two years during the Spring semester of even years.

**Section 4 - The Chief Instructional Officer, or designee from the Office of Instruction may serve as Administrative Co-Chair of the Curriculum Committee.**

**Every two years during the Spring Semester the Chief Instructional Officer will confer with the Senate as to the status and performance of the Administrative Co- Chair.**

**Section 5 4 - The voting and nonvoting faculty members of the Curriculum Committee shall be defined in the Bylaws of the Academic Senate include:**

**NOTE: ALL OF THE FOLLOWING THAT IS STRIKEN IS NOW IN THE REVISED BYLAWS.**

- A. ~~Faculty Chair of the Curriculum Committee~~
- B. ~~1 Representative from each School/Division~~
- C. ~~3 At Large Faculty Representatives~~
- D. ~~1 Adjunct Representative~~
- E. ~~Chief Instructional Officer, or designee from the Office of Instruction~~

~~The Chief Instructional Officer, or designee from the Office of Instruction may serve as Administrative Co-Chair of the Curriculum Committee.~~

~~Every two years during the Spring Semester the Chief Instructional Officer will confer with the Senate as to the status and performance of the Administrative Co- Chair.~~

- F. ~~1 Counselor, if not already represented by any of the preceding categories.~~

~~Section 5—The faculty Representatives shall be elected by a plurality of their respective voting constituents. They shall be elected for a two-year term. No restrictions shall exist in the number of terms served. The elections shall be conducted in the respective Schools/Divisions no later than the 6<sup>th</sup> week of the Spring Semester of even years. The nominating period shall be no less than two weeks in duration.~~

~~Section 6—If they are not already voting members, the following shall be appointed as Non-Voting members:~~

- A. ~~Curriculum Coordinator~~
- B. ~~Representative from the Associated Student Government~~
  - 1. ~~The Student Representative shall become a member of the Curriculum Committee if approved and appointed by the ASG. ASG Membership on the Curriculum Committee is purely voluntary.~~
- C. ~~Representative of the Counselors (if no elected member is a Counselor)~~
- D. ~~Matriculation Officer~~
- E. ~~Director of Admissions and Records~~
- F. ~~Articulation Officer~~

~~Section 7 – The Faculty Chair and Administrative Co-Chair of the Curriculum Committee will exercise their voting rights on that Committee only in the event of a tie vote of other voting members. In the event the Co-Chairs split their two votes by casting opposing votes, the matter to be decided will be resolved by a majority vote of a quorum of the Senate.~~

## ARTICLE VI – COMMITTEES

Section 1 – The President shall be empowered to form any Standing or *ad hoc* committees of the Senate.

A. Any subcommittee of the Academic Senate may be dissolved upon the approval of a 2/3 vote of a quorum of the Academic Senate.

Section 2 – The President shall be empowered to appoint faculty members to all Senate, and/or District committees, except when those faculty members are to be appointed by the COCFA President.

A. The President of the Academic Senate may remove any faculty committee member for cause, including non-performance of their assigned duties.

B. Removal of a committee Chair must be ratified by a 2/3 vote of a quorum of the Academic Senate.

Section 3 – The operating procedures and, or, bylaws of all standing sub-committees of the Academic Senate, shall be approved by a majority of the Academic Senate.

Section 4 – The President will inform and update the Senate, each semester, of any Senate committees that are formed, as well as the appointment of any faculty members to Senate, District and/or College Committees. Those committees and appointments are valid unless a majority of the Senators present rejects the formation of the committees or the appointments that have been made.

## ARTICLE VII – MEETINGS

Section 1 – The Academic Senate shall adopt and distribute a schedule of meetings for each academic term. The President or a majority of the Senators may call special meetings. All meetings shall be open to any interested persons and shall meet the provisions of the Open Meeting Act for the State of California (also known as the Ralph M. Brown Act).

Section 2 – The President and the Vice President shall submit an annual budget request on behalf of the Academic Senate.

Section 3 – Any Senator unable to attend a meeting may select an alternate upon notification to the President in writing in advance of the meeting.

- A. In the absence of the President, the Vice President shall preside.
- B. In the absence of both the President and the Vice President, the President shall designate an alternate from the voting members of the Senate to act as Presiding Officer for that meeting.
- C. A School/Division Senator who anticipates their nonattendance at a Senate meeting, may select an alternate from **their** his/her respective School/Division.
- D. Alternate Senators serving in place of voting members of the Senate will maintain voting privileges.
- E. ~~In the absence of a voting member of the Senate where no Alternate Senator is designated, those absent voting members may provide their proxy vote to the President or presiding officer in advance of the meeting.~~ **Each senator is limited to one proxy vote.**

Section 4 – The Academic Senate may audio record its meetings for the purpose of maintaining accurate minutes and transcripts of Senate business. A Standing Rule or Procedure shall be established to govern the practice of audio recordings.

## ARTICLE VIII – QUORUM

Section 1 - The minimum number of Senators, which must be present at a meeting in order to transact business legally, shall be 50% of the elected Senators or their representative.

- A. The presence of the immediate Past-President is not required for a quorum.
- B. A vote by proxy shall not be considered in meeting quorum requirements if the trustee of the proxy is already a voting member of the Academic Senate.

## ARTICLE IX – SUPPLEMENTAL POWERS

The Academic Senate may establish Bylaws, Standing Rules, Standing Procedures, and any other authority it deems necessary to put into effect the provisions of this Constitution or any other legally vested rights so much as they do not conflict with, nor are interpreted to supersede any provision of this Constitution.

## ARTICLE X – RESOLUTIONS

The Academic Senate may adopt resolutions and accordingly shall develop procedures for their implementation.

## ARTICLE XI – AMENDMENTS

Section 1 - This Constitution may be amended by a two-thirds vote of a quorum of the Senate and ratified by a majority of voting tenured/tenure track faculty.

## ARTICLE XII – ENACTMENT CLAUSE (

Section 1 – This Constitution shall be effective upon approval by a voting -majority of the College of the Canyons full time Faculty.

Section 2 – Amendments to the Constitution shall be effective upon confirmation of election results by the Academic Senate.

Section 3 – Unless otherwise specified, all actions previously taken by the Academic Affairs Committee of the College of the Canyons Faculty Association shall constitute the policies and practices of the Academic Senate.

*Fall, 1988*

*Revised, Fall 2000*

*Proposal submitted, Fall 2004*

*Amended Proposal, Approved by the Senate - March 10, 2011 Ratified by Faculty, May 12, 2011*

*Amended Proposal, Approved by the Senate May 8, 2014 Ratified by the Faculty, May 22, 2014*

*Amendments submitted, Spring 2018*

*Amendments, Approved by the Senate April 26, 2018*

*Ratified by the Faculty, May 24, 2018*



***Amendments submitted, March 23, 2020***

***Amendments, Approved by the Senate xx***

***Ratified by the Faculty, xx***

**BYLAWS**  
**of the ACADEMIC SENATE**  
**COLLEGE OF THE**  
**CANYONS**

**ARTICLE I – MEMBERSHIP**

**Section A - The Electorate**

1. The Electorate shall consist of tenured and tenure-track faculty, and adjunct faculty as defined in Article III of the Academic Senate Constitution (hereinafter “the Constitution”).
2. Voting members of the Academic Senate shall be selected by and from the Electorate.

**ARTICLE II – RESPONSIBILITIES**

**Section A – Statement of General Duties and Expectations**

The Academic Senate strives to ensure shared governance, faculty representation, and the successful development of academic standards. Therefore, faculty elected to serve as members of the Academic Senate, and those faculty members working on behalf of the Academic Senate, shall make every attempt to adhere to the rules and expectations listed herein—conducting due diligence in all matters brought before them, while adhering to the highest degree of professional behavior in carrying out the duties bestowed upon them by the Electorate.

**1. Officers**

- a. For purposes of these Bylaws, the Constitution and the Academic Senate, an “officer”, by the nature of their institutional role and impact (*Ex Officio*), is considered to be one that holds a position of significant trust thereby serving as a unique resource to the Academic Senate and faculty at large.

**b. Officers of the Academic Senate**

- i. President
- ii. Vice-President
- i. **Clerk**
- ii. **Treasurer**
- iii. Chair, Curriculum Committee
- iv. Chair, Policy Review Committee
- ~~v. President Elect~~

## **Section B – Duties of President (Officer)**

1. The President shall prepare the agenda of all regular and special meetings of the Academic Senate, post each agenda in compliance with the Brown Act, and distribute each agenda to all Senators at the time of public posting.
2. The President shall preside at all meetings of the Academic Senate.
3. The President or a designated Senator shall represent the Academic Senate at all Board of Trustees meetings, as well as relevant district and college meetings.
4. The President, in consultation with the Academic Senate, shall appoint faculty members to represent the faculty in college-wide committees.
5. The President shall manage all income and expenses incurred by the Senate.
6. The President or the President's designee shall attend Academic Senate of California Community Colleges (ASCCC) Fall and Spring Area C meetings as well as ASCCC Fall and Spring Plenary Sessions.
7. The President shall serve as the Delegate for College of the Canyons and is expected to participate voting process for ASCCC Resolutions and Elections.
8. In the event the President cannot serve as ASCCC Delegate for College of the Canyons, Delegate shall be selected from the voting members of the Academic Senate.
9. The President shall attend ASCCC Leadership Institute and may attend other ASCCC Institutes or Regional Workshops as necessary to stay current with academic and professional matters.
10. The President shall chair all meetings of the Executive Committee.
11. The President shall assign the role of parliamentarian to a senate officer or senator.
12. The President shall not advocate for or against an outcome of an agenda item unless she or he "passes the gavel."
  - a. The President may call upon a member of the Academic Senate to preside over the discussion and debate of a particular agenda item so that the President may participate to advocate for or against an outcome of that item. In so doing, the President has "passed the gavel" as presiding officer until the end of the agenda item in question.
  - b. The President may pass the gavel only if:
    - i. she or he has first notified the Senate of the intent to do so and for which particular agenda item,
    - ii. such notification has occurred prior to the formal approval of the agenda in which that item resides,
      - A. Notice may occur verbally at the beginning of the meeting prior to adoption of the agenda.
    - iii. at the time of notification, a temporary member has been identified and agrees to preside over the discussion and debate of the agenda item in question.
  - c. The President shall take great consideration in appointing a temporary presiding member as doing so eliminates the designee's own right to fully advocate for or against an outcome of an agenda item.

## **Section C – Duties of Vice-President (Officer)**

1. The Vice-President may preside over meetings of the Academic Senate in the President's absence.
2. The Vice-President shall assume the duties of the President if the President vacates the Office of the Presidency during **their** ~~his or her~~ term. Under such circumstances the Vice- President will serve in an interim basis until the Academic Senate takes action under ~~Article IV, Section 7(A)~~ **Article V, Section 4(A)** of the Constitution.
3. The Vice President shall assume the duties of the President on an interim basis upon the request of the President.
4. The Vice-President shall assist the President and perform other duties, as assigned by the President at Academic Senate and Executive Committee Meetings. The Vice President shall attend all meetings of the Executive Committee and Academic Senate.
5. The Vice-President shall make every effort to attend the next scheduled Faculty Leadership Institute offered by the ASCCC, if **their** ~~he or she~~ has not already attended such conference at least once previously.

## **Section C – Duties of Clerk (Officer)<sup>2</sup>**

1. **Reviews summaries of Academic Senate meetings prepared by the Administrative Assistant and provides suggestions to the Academic Senate President.**
2. **Shall be prepared to assist the President and Vice President in administering the duties of the Academic Senate.**
3. **Serves as a member of the Academic Senate's Executive Committee.**
4. **Provides appropriate faculty leadership on campus in committee assignments.**

## **Section D – Duties of Treasurer (Officer)<sup>1</sup>**

1. **Reviews budget and expenditures of the Academic Senate and related sub-committees and provide suggestions to the Academic Senate President for program review.**
2. **The Treasurer shall be prepared to assist the President and Vice President in administering the duties of the Academic Senate.**
3. **Serve as a member of the Academic Senate's Executive Committee.**
4. **Provides appropriate faculty leadership on campus in committee assignments.**

## **Section E - Duties of the President-Elect**

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<sup>2</sup> These positions shall not infringe upon, encroach, or supersede the duties of any permanent district position.

1. Any member of the Electorate who is elected to serve as President of the Academic Senate shall be designated “President-Elect”. The President-Elect is essentially the President in waiting whose term shall begin upon confirmation of said election results by the Academic Senate and end on the first day of the subsequent month of July in which they assume the duties of the Presidency. If the President-Elect also sits as a member of the current term of the Academic Senate, then he or she must fulfill all duties assigned and shall not neglect their current position on the Senate in anticipation of assuming the Presidency.
2. The President-Elect shall make every effort to attend all meetings of the Academic Senate to ensure an effective transition to leadership.
3. The President-Elect shall make every effort to attend the next scheduled Faculty Leadership Institute offered by the ASCCC, if he or she has not already attended such conference.
4. **The President-Elect shall make every effort to attend an ASCCC Plenary session, if during their term they have not already attended such an event, prior to commencement of their term.**
5. The President-Elect shall make any and all attempts to attend at least one meeting of the Board of Trustees of the Santa Clarita Community College District during ~~their~~ ~~his or her~~ term as President-Elect and before ~~their~~ ~~he or she~~ assumes the duties of the Presidency.

## Section F - Transition Duties

1. It is the duty of the President and the President-Elect to:
  - a. Schedule at least two “transition” meetings whereby the outgoing President informs and prepares the President-Elect regarding ongoing matters of professional concern and Academic Senate business as well as debriefs the President-Elect on typical procedural requirements of the Office of the Presidency.
  - b. Ensure the President-Elect has key access to the physical office space assigned to the Academic Senate as well as the overall resources of the Academic Senate.
  - c. Ensure a meeting of the President, President-Elect, and Executive Committee to ensure seamless transition of Academic Senate business.
  - d. Jointly attend at least one meeting of the Board of Trustees of the Santa Clarita Community College District.
  - e. **Attend as many of the Academic Senate meetings held during spring semester prior to commencement of their term.**
2. It is the duty of the Vice President and the Vice President-Elect to:
  - a. **Schedule at least two “transition” meetings whereby the outgoing President and Vice President informs and prepares the Vice President-Elect regarding ongoing matters of professional**

**concern and Academic Senate business as well as debriefs the Vice President-Elect on typical procedural requirements of the Office of the Vice Presidency.**

**b. Ensure the Vice President-Elect has key access to the physical office space assigned to the Academic Senate as well as the overall resources of the Academic Senate.**

**c. Attend as many of the Academic Senate meetings held during spring semester prior to commencement of their term.**

- 3. It is the duty of the Clerk and Treasurer to adequately prepare themselves for assuming the position.**

### **Section G - Duties of the Past President**

- 1. The Past President shall provide support and expertise to the President.**

### **Section H – Duties of the Policy Review Committee Chair (Officer)**

- 1. Serve a two-year term.**
- 2. Serve as a member of the Academic Senate's Executive Committee.**
- 3. Submit an annual committee status report to the Academic Senate.**
- 4. Recruit and manage Committee membership.**
- 5. Schedule Committee meetings and agendas.**
- 6. Report policy and procedure proposals to the Academic Senate.**
- 7. Document policy and procedural history when appropriate or necessary.**
- 8. Ensure Academic Senate web site accurately reflects policy and procedure queue.**
- 9. Membership and attendance of the College Policy Council (CPC).**
- 10. Advocate BP's and AP's passed by the Academic Senate to the CPC.**
- 11. Attend ASG meetings in an advocacy role of Academic Senate BP's and AP's.**

### **Section I – Duties of the Curriculum Committee Faculty Chair (Officer)**

- 1. Serves as a resource person to assist faculty in the development of curriculum proposals.**
- 2. Develops a recommended curriculum committee schedule each year.**
- 3. Reviews all courses and programs prior to establishing agendas.**
- 4. Establishes the agenda for Curriculum Committee meetings.**
- 5. Schedules and conducts the technical review meetings.**
- 6. Conducts the Curriculum Committee meetings.**
- 7. Provides advice and guidance on curriculum issues, such as: Education Code regulations, Title 5 compliance, course numbering sequence, and prerequisite regulations.**

8. Updates the Academic Senate regularly regarding committee activities.
9. Reviews minutes of meetings prior to submitting to the Academic Senate.

## **Section J - Duties of Senators**

### **1. School/Division Senators**

a. Attendance – Senators representing Schools/Divisions shall attend and actively participate in all regular and special meetings of the Academic Senate. It is the Senator's responsibility to develop a work schedule around the Senate's regularly scheduled meeting time. Regular attendance is expected.

i. Absence – School/Division Senators shall make any and all effort to secure an alternate representative from their respective School/Division in advance of any anticipated absence from a scheduled meeting of the Academic Senate.

ii. **Anticipated Long Term Absence- School/Division Senators shall make any effort to find an alternative to serve in their absence.**

b. **Appointments** - All School/Division Senators shall be eligible for and should anticipate appointment to at least one Academic Senate standing committee or ad hoc committee per academic year.

c. **Liaison Duties** - Senators serving as School/Division representatives shall be the liaison between their representational areas and the Academic Senate. Senators shall explain Academic Senate agenda material to their constituents and present to the Senate concerns from their affected areas.

### **2. At-Large Senators**

a. **Attendance** - Senators serving as At-Large shall attend and actively participate in all regular and special meetings of the Academic Senate. It is the Senator's responsibility to develop a work schedule around the Senate's regularly scheduled meeting time. Regular attendance is expected.

b. **Appointments** - At-Large Senators shall be eligible for and should anticipate being appointed to represent any School/Division lacking a

dedicated Senator on the Academic Senate.

- i. **Absence** – At-Large Senators shall make any and all effort to secure an alternate representative from the Electorate in advance of any anticipated absence from a scheduled meeting of the Academic Senate.
- ii. **Anticipated Long Term Absence- At-Large Senators shall make any effort to find an alternative to serve in their absence.**

c. **Liaison Duties** - Senators serving At-Large shall be the liaison between the full Electorate and the Academic Senate. Senators shall be prepared to explain Academic Senate agenda material to their constituents and present to the Senate concerns from any affected campus area.

### 3. Adjunct Senators

a. **Attendance** - Adjunct Faculty Senators shall attend and actively participate in all regular and special meetings of the Academic Senate. It is the Senator's responsibility to develop a work schedule around the Senate's regularly scheduled meeting time. Regular attendance is expected.

- i. **Absence** – Adjunct Faculty Senators shall make any and all effort to secure an alternate representative from the Adjunct Electorate in advance of any anticipated absence from a scheduled meeting of the Academic Senate. In order for any alternate to serve in place of the absent Senator, the alternate must meet all the requirements to serve as that of the permanent Adjunct Senator.
- ii. **Anticipated Long Term Absence- Adjunct Senators shall make any effort to find an alternative to serve in their absence.**

b. **Liaison Duties** – Adjunct Faculty Senators shall be the liaison between the full adjunct faculty Electorate and the Academic Senate. Senators shall be prepared to explain Academic Senate agenda material to their constituents and present to the Senate concerns from any affected campus area. Adjunct Senators should use all reasonable means to communicate and liaise with the entire adjunct faculty Electorate.



## Section K – Duties of Parliamentarian

1. To attend meetings of the Academic Senate.
2. To ensure orderly and effective discussion in accordance with the adopted parliamentary rules.
3. To advise the President at meetings of the Academic Senate and Executive Committee.
4. To maintain a copy of Robert's Rules of Order for reference.
5. **To establish quorum for every Academic Senate meeting.**
6. **To record votes in anticipation of documenting actions made by the Academic Senate by tracking proxy votes, electronic, and in-person votes.**

## Section L – Reassign Time for the Academic Senate

To meet the evolving needs of the Academic Senate, at the start of each spring semester, the Academic Senate President will, in consultation with the Senate Executive Committee, allocate the reassign time for the Academic Senate effective the following fall semester. In the case of unforeseen need, the Academic Senate President reserves the right to modify the allocations of Reassign Time at the beginning of any semester.

### 1. Eligible Positions

The positions eligible for reassign time may include, but are not limited to the following:

- a. Academic Senate President
- b. Academic Senate Vice President
- c. Academic Senate President - Elect**
- d. Academic Senate Treasurer**
- e. Academic Senate Clerk**
- f. Curriculum Committee Chair
- g. Policy Review Committee Chair
- h. Faculty Professional Development Committee Chair
- i. Program Review Committee Chair
- j. Program Viability Committee Chair**
- ~~k. Noncredit Liaison~~
- ~~l. Legislative Liaison~~
- m. Career Education (CE) Liaison

It is at the discretion of the Academic Senate President, in consultation with the Senate Executive Committee, to add or remove positions eligible

for reassign time. The Academic Senate President shall report any changes to the allocation of reassign time to the Academic Senate.

## **2. Requirements**

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

# **ARTICLE III – MEETINGS AND SENATE PROCEDURES**

## **Section A – California Open Meetings/Ralph M. Brown Act**

1. Notice of the agenda shall be posted in a public place at least 72 hours before any meeting, except in an emergency. All special or emergency meetings shall comply with the notice requirements for an emergency meeting under the Ralph M. Brown Act.
2. Agendas shall include time, place of meeting, and information for accessibility accommodations as well as opportunity for public comments and brief description for action items. Other typical components of the agenda include consent calendar, reports, discussion, unfinished business, and new future business.
3. All meetings of this organization shall be public meetings. No meeting or executive session of this organization, or any committee or sub-committee meeting of this organization shall be closed to the public except to discuss litigation with legal counsel in which the Academic Senate is involved, or may be involved.
4. All Votes shall be taken in accordance with the Provisions of the Brown Act.

## **Section B – Meeting Procedures and Standing Rules**

### **1. Meeting Procedures**

- a. The most recent Robert's Rules of Order shall be relied upon for guidance and reference for the Academic Senate's parliamentary conduct. Not all aspects of Robert's Rules of Order sensibly align with the organizational and institutional structure of the Academic Senate and thus may result in modified parliamentary practice that remains true to the spirit of equitable procedural practice.

b. The day, time and duration of regular meetings of the Academic Senate shall be consistent and agreed upon by a majority of the Academic Senate. Such parameters shall be set in the spring semester of even years and shall extend for a two-year period commencing in the subsequent fall semester.

## **2. Senate Readings**

a. “Two-Readings” – of an agenda item will be said to have occurred if such item has been listed on at least two separate agendas and has not been tabled or suspended from either agenda. Customarily, one of the two readings should be listed as a “Discussion Item”.

b. “Action Items” – are intended as public notice that the Academic Senate is scheduled to take a vote on a particular item. Action items may be discussed prior to a vote.

## **3. Voting by the Senate**

a. All votes shall be taken by voice, roll call or signed ballot. All ballots shall be held for one year and be available for public inspection at any reasonable business hour. The Senate shall not take any action by secret ballot, whether preliminary or final.

b. Meetings of the Senate via teleconferencing require all votes to be made by roll call.

c. Voting by email is not permitted.

d. An accurate record of voting must be maintained.

## **4. Standing Rules**

a. The Academic Senate may adopt Standing Rules and Procedures to implement the intent and purposes of these Bylaws, the Senate Constitution, and any other permissible acts. Standing Rules shall not be intended or interpreted to replace or supersede any provision of these Bylaws or the Constitution.

b. Standing Rules and Procedures shall be adopted by a majority vote of a ~~quorum~~ **membership** of the Academic Senate.

## **Section C      Full Academic Senate Action for Program Viability**

a. **Recommendations made by the Program Viability Committee will be**

**adopted by a majority vote of the membership of the Academic Senate.**

#### **Section D. Presidential Signatures**

**a. Signature of the Senate President signifies that the Academic Senate has discussed the academic implications.**

### **ARTICLE IV – ELECTIONS**

Unless otherwise assigned by a majority of the Academic Senate, the Elections Committee of the Academic Senate shall administer all elections outlined in Article ~~IV~~ **V** of the Academic Senate Constitution and any other elections assigned to it by the Academic Senate.

### **ARTICLE V – COMMITTEES**

#### **Section A - Committee Membership Eligibility**

All faculty are eligible to serve on committees of the Academic Senate.

#### **Section B - Standing Academic Senate Sub-Committees**

Membership on standing committees shall be approved by a majority vote of a quorum of the Academic Senate. A list of standing committees shall be regularly updated and maintained by the President and **their** ~~her or his~~ staff and shall be publicized on the Academic Senate web site. Standing committees include, but are not limited to the following:

1. Academic Staffing Committee
2. Policy Review Committee
3. Curriculum Committee
4. Elections Committee
5. Minimum Qualifications and Equivalencies Committee
6. Faculty Professional Development Committee
7. Honors Steering Committee
9. Academic Program Review Committee
10. Scholarly Presentation Committee
11. Committee for Assessing Student Learning (CASL)
12. Executive Committee of the Academic Senate
13. Program Viability Committee
14. Career Education (CE) Committee
15. Civic Engagement Steering Committee
16. Standards and Practices Committee (Is Ad Hoc)
17. Center for Excellence in Teaching & Learning Steering Committee (CETL)

## **Section C – Collegial Consultation Committees**

**1** - Collegial Consultation Committees are a reflection of the spirit and requirement of AB 1725 shared governance. AB 1725 not only enables, but demands faculty participation in the governance of matters at the local district level. Doing so ensures necessary faculty input on matters concerning the development of sound policy and maintenance of quality academic standards. Consequently, active membership and participation on shared governance committees is essential to the charge of the Academic Senate and the mission of the District.

**2** - Membership on collegial consultation committees shall be approved by a majority vote of a quorum of the Academic Senate. A list of collegial consultation committees shall be regularly updated and maintained by the President and ~~her or his~~ **their** staff and shall be publicized on the Academic Senate web site. Collegial consultation committees include, but are not limited to the following:

- a. College Planning Team (CPT)
- b. College Policy Council
- c. Facilities Master Plan
- d. Enrollment Management
- e. President's Advisory Council on the Budget (PAC-B)
- f. Technology
- g. Health and Safety Committee

## **Section D - Ad Hoc Committees**

The Academic Senate may establish “Ad-Hoc” committees to accomplish specific tasks. Upon completion of these tasks, these committees may be dissolved or approved as a standing committee. Membership on ad-hoc committees shall be approved by a majority vote of a quorum of the Academic Senate.

## **Section E - Committee Chairpersons**

**1** - Committee chairpersons may be recommended by the Academic Senate President or by the committee and approved by a majority of a quorum of the Academic Senate.

Chairpersons of standing committees shall be appointed for one academic year unless otherwise directed by the operating procedures of the assigned committee.

2 - All terms of committee chairpersons shall commence on the first day of July subsequent to their appointment and confirmation by the Academic Senate.  
Appointments occurring after the first of July may be deemed retroactive by a majority vote of a quorum of the Academic Senate.

## **ARTICLE VI – EXECUTIVE COMMITTEE OF THE ACADEMIC SENATE**

### **Section A - Purpose**

The Academic Senate shall establish an Executive Committee (Ex Com). The purpose of Ex Com is to foster coordination among the principle subcommittee chairs of the Academic Senate, to advise the President, and the overall strategic development and planning of matters before the Academic Senate.

### **Section B – Membership**

#### **1 – Standing Members**

- a. President (Committee Chair, or designee)
- b. Vice-President
- c. **Treasurer**
- d. **Clerk**
- e. Curriculum Committee Chair
- f. Policy Review Committee Chair
- g. Faculty Professional Development Committee Chair
- h. Academic Staffing Committee Faculty Chair
- i. Program Review Committee Chair
- j. College Planning Team Committee Faculty Chair
- k. President's Advisory Committee on the Budget Faculty Chair
- l. Elections Committee Chair
- m. Honors Steering Committee Chair
- n. Program Viability Committee Chair
- o. Legislative Liaison
- p. Career Education Liaison
- q. Noncredit Liaison
- r. COCFA President
- s. AFT President

2. Ex Com may expand its membership upon a majority vote of its members.

## **ARTICLE VII – CURRICULUM COMMITTEE (*Note this was previously in the***

## **Constitution)**

### **Section A - Purpose**

The Academic Senate shall establish a Curriculum Committee. Their purpose is to support the process of curriculum development. The Curriculum Committee shall develop procedures that describe the curriculum development process. These procedures shall be approved by the Academic Senate.

### **Section B - Membership & Voting -**

- 1. Selection of voting Faculty Representatives. Voting Faculty Representatives shall be elected by the electorate unless otherwise stated. They shall serve for a two-year term starting in fall of even years. No restrictions shall exist in the number of terms served.**
- 2. The Faculty Chair and Administrative Co-Chair of the Curriculum Committee will exercise their voting rights on that Committee only in the event of a tie vote of other voting members. In the event the Co-Chairs split their two votes by casting opposing votes, the matter to be decided will be resolved by a majority vote of a quorum of the Senate.**
- 3. Voting Members. The members of the Curriculum Committee shall include:**
  - a. Faculty Chair of the Curriculum Committee**
  - b. Administrative Co-Chair of the Curriculum Committee**
  - c. One Representative from each School/Division. Additional Representatives may be added to the committee based on the recommendation of the Curriculum Chair. The recommendation is communicated to the Academic Senate President prior to the elections during the Spring semester of even years.**
  - d. One At-Large Faculty Representative per 40 full-time faculty**
  - e. Three Adjunct Representatives**
  - f. Articulation Counselor – appointed by the Academic Senate President**

### **2. Non-voting Members**

- a. Classified Curriculum Specialist**
- b. Representative from the Associated Student Government**
  - i. The Student Representative shall become a member of the Curriculum Committee if approved and appointed by the ASG. ASG Membership on the Curriculum Committee is purely voluntary.**
- c. Director of Admissions and Records**
- d. Articulation Officer if not also the Articulation Counselor**
- e. Curriculum Chair may add additional non-voting members. In this case, the Curriculum Chair shall notify the Academic Senate President.**

## **ARTICLE VII/VIII - RESOLUTIONS**

### **Section A - Scope**

The Academic Senate may adopt resolutions. Resolutions may be used to recommend policy or action to the Board of Trustees, the Chief Executive Officer (CEO), the Academic Senate for California Community Colleges, or other groups.

### **Section B – Proposals**

The Academic Senate may establish standing or ad hoc committees for the purpose of drafting resolutions. The President, Vice-President and individual Senators may also propose resolutions. Any proposed resolution must be submitted to the President and Executive Committee prior to being placed on the Senate agenda. The Executive Committee must approve the draft resolution by a majority vote in order for it to move forward as a Senate agenda item. All proposed resolutions must be in writing.

1. Format – All resolutions shall have a title that correlates to its content. There shall be no more than four “whereas” statements and no more than four “resolved” statements within each resolution.

### **Section C – Senate Action**

All proposed resolutions before the Academic Senate should undergo a minimum of two readings before adoption. If extenuating circumstances exist, resolutions may be adopted with only one read. Such circumstances must be communicated to the full Senate prior to holding a vote on the resolution. All proposed resolutions may be revised and amended prior to final adoption by the Academic Senate. The President shall make reasonable and timely effort to communicate the nature of proposed resolutions through available campus means. Resolutions shall be adopted by a two-thirds vote of ~~a quorum~~ **the membership** of the Academic Senate and shall consequently contain an accurate time stamp for historical reference.

### **Section D – Disposition**

1. Upon adoption, the Academic Senate shall decide by majority vote the appropriate disposition of the resolution. The President may be directed to present the resolution at a public meeting of the Board of Trustees; may be directed to present the resolution to the CEO; may be directed to present the resolution to the Academic Senate for California Community Colleges; may be directed to submit it to publications in the form of a press release; or any other disposition as directed by the Senate.
2. All adopted resolutions shall be archived by the President as hard copies in print, and on the Academic Senate web site.



## Section E – Votes of No Confidence

1. Academic Senate initiated *Votes of No Confidence* shall be conducted through the resolution process listed in Article VII of these Bylaws. *Votes of No Confidence* may be initiated and undertaken by the Academic Senate alone, or jointly with the College of the Canyons Faculty Association, and/or any other organized District staff unit. *Votes of No Confidence* may be initiated for any and all District staffing positions or deliberative bodies.

2. *Votes of No Confidence* shall be adopted by a two-thirds vote of ~~a quorum~~ **the membership** of the Academic Senate, and ratification by a majority of voting full-time faculty and a separate majority of voting adjunct faculty.

## Section F – Statements

The Academic Senate may adopt “statements” by a majority vote. Statements serve to communicate positions, perspectives, information or recommendations to its members or the campus community without necessarily calling for action by any deliberative body.

## Article ~~VIII~~ IX – MEMORANDA OF UNDERSTANDING

The Academic Senate may enter into a memorandum of understanding (MOU) with another organization or entity. All MOUs shall require approval of 2/3 of ~~a quorum~~ **the membership** of the Academic Senate in order to be operational.

## ARTICLE ~~IX~~ X– AMENDMENTS

These Bylaws may be amended by a two-thirds vote of ~~a quorum~~ **the membership** of the Academic Senate.

## ARTICLE ~~X~~ XI– ENACTMENT CLAUSE

### Section A – Initial Effective Date

These Bylaws shall be effective upon approval by a majority vote of ~~a quorum~~ **the membership** of the Academic Senate.

### Section B – Amendments

Amendments to these Bylaws shall be effective upon approval by a majority vote of a ~~quorum~~ **the membership** of the Academic Senate. All amendments shall be incorporated into this document and shall not stand alone as a separate amended document.

*Approved by the Academic Senate: December 13,*

*2012 Amended by the Academic Senate: May, 26,*

*2016 Approved by the Academic Senate: May 24,*

*2018*

***EDITS March 23, 2020***

**Examples of Work Currently Taking Place with College of the Canyon's Center for Civic Engagement and Civic Engagement Steering Committee 2019-2020 Academic Year**  
**Submitted by Patty Robinson**

The following provides a summary of the work of College of the Canyons (COC) Center for Civic Engagement and related activities of its Civic Engagement Steering Committee.

*Association of American Colleges (AAC&U) Department by Design*

Educating students to be responsible, informed, and engaged citizens in their workplaces and the larger community should be an expected goal for every major. The *Department by Design* initiative encourages departmental and disciplinary designs that incorporate learning for civic and social responsibility into the requirements and pedagogy of a student's major and specialized programs that integrate civic learning and social responsibility as an outcome for all their majors. COC was recently awarded an *AAC&U Department by Design Grant*, which focused on the departments of Anthropology, Communication Studies, Culinary Arts, and Sociology to embed civic engagement throughout their departments. In addition, departments also related their work to the 17 Sustainable Goals of the United Nations. Based on this work, "*Designing Community Colleges for Democracy*" is scheduled for publication in AAC&U's Summer 2020 edition of *Diversity and Democracy*.

*Diversity and Democracy* is a national publication which supports higher education faculty and leaders as they design and implement programs that advance civic learning and democratic engagement, global learning, and engagement with diversity to prepare students for socially responsible action in today's interdependent but unequal world. According to AAC&U's Statement on Liberal Learning, "By its nature...liberal learning is global and pluralistic. It embraces the diversity of ideas and experiences that characterize the social, natural, and intellectual world. To acknowledge such diversity in all its forms is both an intellectual commitment and a social responsibility, for nothing less will equip us to understand our world and to pursue fruitful lives." *Diversity & Democracy* features evidence, research, and exemplary practices to assist practitioners in creating learning opportunities that realize this vision. In addition, COC participated in the January 2020 *AAC&U Department by Design Workshop* at California State University, Los Angeles. The application process was selective.

*Deliberative Dialogues and the Kettering Foundation*

The Charles F. Kettering Foundation was founded in 1927 "to sponsor and carry out scientific research for the benefit of humanity." Inspired by the open-mindedness and creative philosophy of its founder, the American inventor Charles F. Kettering, the foundation's research has gradually shifted to focus on democracy, particularly the role of citizens. The Kettering Foundation supports many initiatives, including its focus on Deliberative Dialogues. COC has received both funding and training from Kettering to foster dialogues on campus, including the discussion of whether to arm campus safety officers. Early work was part of a national community college grant and the results of COC's dialogues are discussed by Carrie Kisker, John Theis, and Alberto Olivas in "*Enacting Democracy in 'Democracy's Colleges,'*" published in Nicholas Longo and Timothy

Shaffer (eds.), *Creating Space for Democracy: A Primer on Dialogue and Deliberation in Higher Education* (2019), Stylus Publishing.

### *National Society of Leadership and Success (NSLS)*

The NSLS is an organization that helps people discover and achieve their goals. NSLS offers life-changing lectures from the nation's leading presenters and a community where like-minded, success-oriented individuals come together and help one another succeed. It also serves as a powerful force of good in the greater community by encouraging and organizing action to better the world. The guiding question we established to shape all the important decisions the organization makes is: "Are we helping the greatest number of people in the greatest way?" When asked how he might sum up the key thing that the NSLS does, founder Gary Tuerack shared, "We are dream supporters – we build leaders, support people in achieving their dreams, and better the world in the process. We get people to ask the all-important question, 'What would you do if you knew you couldn't fail?' and then help them to achieve those goals."

COC established a chapter of NSLS in January 2019 and is one of only three community colleges in California to facilitate this national honor society on its campus. Since January, 143 students have fulfilled the requirements for induction, including participating in an Orientation Session and Leadership Training Day, attending three Speaker Broadcasts, completing three Student Network Team (SNT) Meetings, and submitting three SNT Reflections. Over 150 students joined NSLS for spring and are now completing assignments online, as a result of COVID-19.

### *The PLACE Collaboratory: Partnerships for Listening and Action by Communities and Educators*

College of the Canyons (COC) has been selected to participate in a nationwide Collaboratory examining an issue directly affecting its campus and community. This project is part of a Mellon Foundation grant entitled: *The PLACE Collaboratory: Partnerships for Listening and Action by Communities and Educators*. David Scobey, Director, Bringing Theory to Practice, is the Principle Investigator of this study. Participants include universities from Greensboro, North Carolina, University of Maryland, Baltimore, and Rutgers, Newark. Although COC is part of the Southern California Collaboratory, which includes the University of Southern California, University of La Verne, and Pitzer College, each institution is addressing different community concerns. COC is focusing on housing insecurity and affordability while entitling its project: "*Making the Invisible, Visible--Telling Our Stories. Our Place, Our Home: Housing Insecurity and Affordability*." Our goal is to create opportunities for dialogue, storytelling, reflection, and problem solving, as we examine this topic from all perspectives, including student, faculty, staff, and community voices. Through collaboration with campus members and community partners, we can gain a better understanding of how this issue is affecting our personal, campus, and community well-being. College of the Canyons is the only community college participating in this nationwide project.

### *California Community College (CCC)-California State University (CSU) Civic Engagement Coalition*

The Center for Civic Engagement and its Civic Engagement Steering Committee is working to create a CCC-CSU Civic Engagement Coalition to create an intersegmental partnership between the two systems of higher education. At this time, little communication or collaboration exists

among community colleges, much less between systems with regard to practices concerning Community-Based Learning and Civic Engagement.

### *Afternoon with the Professors and Friends*

The Center for Civic Engagement continues to organize and facilitate the 18-year-old tradition of this well-loved lecture series for the Santa Clarita Valley and its older adult communities of Belcaro and Friendly Valley. What originated with presentations by faculty only has grown to include staff and students. As a result of COVID-19, presentations to residents at Friendly Valley are now being piloted via Zoom.

### *Haas Center for Public Service, Stanford University*

College of the Canyons has recently partnered with the Haas Center for Public Service to participate in an international working group to advance our understanding of students' interests and predispositions regarding approaches to social change. This specifically involves administering the public service diagnostic tool to determine a student's level of interest in the following six categories of: community engaged learning and research, community organizing and activism, direct service, philanthropy, policy and governance, and social entrepreneurship and corporate social responsibility. The working group's goal is to focus on implementation, analysis, use, and refinement of the Pathways of Public Service and Civic Engagement Tool.

### *Campus Compact and Community Colleges for Democracy (CC4D)*

**Campus Compact is a relationship-driven organization** with its national office located in Boston, Massachusetts, with state and regional Campus Compacts providing place-based support for member institutions located throughout the country. As the only national higher education association dedicated solely to campus-based civic engagement, Campus Compact enables campuses to develop students' citizenship skills and forge effective community partnerships. Its resources support administrators, faculty, staff, and students as they pursue community-based teaching, scholarship, and action in the service of public good. Campus Compact advances the public purposes of colleges and universities by deepening their ability to improve community life and to educate students for civic and social responsibility. Campus Compact envisions colleges and universities as vital agents and architects of a diverse democracy, committed to educating students for responsible citizenship in ways that both deepen their education and improve the quality of community life. We challenge all of higher education to make civic and community engagement an institutional priority.

While COC is a member of California Campus Compact, it is working directly with the national office's work with Community Colleges for Democracy (CC4D). CC4D is a network within the Campus Compact collaboration dedicated to preparing community college students to be informed, active, and mobilized leaders in our democracy. It believes that preparing students for democracy and empowering them for the workforce, careers, and continued education are mutually reinforcing. COC's Faculty Director, Civic and Community Engagement Initiatives, serves as a Regional Facilitator, Western Region Cohort, for CC4D's Community of Practice in Service Learning. In addition, her article entitled, "*Democracy's Colleges Revisited: Creating an Inter-Segmental Civic Engagement Pathway between California Community Colleges and the California State Universities*" is slated to appear in an edited volume produced by Campus

Compact focused on community colleges and civic engagement scheduled for a fall 2020 publication date.

### *Bringing Theory to Practice (BTtoP)*

BTtoP's mission is grounded in three commitments. It believes that undergraduate education should be holistic and transformative, nurturing active and integrative learning, personal well-being, preparation for meaningful work, and democratic citizenship. BTtoP also believes that "educating the whole student" must include students of all backgrounds, interests, and educational settings. And we believe that the first two commitments require significant change in higher education. BTtoP works to advance this mission through innovative practice, research, advocacy, and institutional change. It is the premier national organization fostering civic engagement throughout higher education. College of the Canyons has received a total of five grants over the past several years with its two most recent addressing:

#### **Amplifying, Disseminating, and Increasing the Public Reach of Reach and Practice Grant**

- *"Now is the Time to Create a Crucible Moment: Addressing the Civic Empowerment Gap Among California's Community Colleges."* Working in partnership with California State University, Los Angeles and the University of La Verne, the first workshop was held at COC on November 1, 2019; its second workshop was held at CSULA on February 28, 2020; and its third will take place at COC, September 2020. (Plans may change to a remote format as a result of COVID-19.)

#### **Multi-Institutional Innovation Grant**

- *"Democracy's Colleges Revisited: Creating an Inter-Segmental Civic Engagement Pathway between California Community Colleges and the California State Universities."* Working in partnership with Cerritos College, California State University, Northridge and California State University, Dominguez, Hills, a fall CCC-CSU workshop will be held at CSUN. Project-Based Learning will be highlighted and will welcome back Dr. Rick Vaz from Worcester Polytechnic Institute, as well as Verdis Robinson from National Campus Compact. Funding permitting, Dr. Caryn McTighe Musil of AAC&U will also be invited to participate. (Plans may change to a remote format as a result of COVID-19.)

### *Engage the Vote*

The Center for Civic Engagement became actively involved with "Engage the Vote" through a small grant received by Campus Compact August of 2018. As a result, the campus worked to increase voter awareness, education, and participation throughout the midterm elections. This included working with Young Invincibles, #VoteTogether, Students Learn Students Vote (SLSV), Civic Nation, All-In Challenge, Band of Voters, and the League of Women Voters of the Santa Clarita Valley, Office of the Los Angeles County Registrar-Recorder/County Clerk, and Tufts University, as part of the National Study of Learning, Voting, and Engagement (NSLVE).

During the fall midterm elections, COC held a bronze seal in comparison with 844 colleges and universities nationwide that were involved in Civic Nation's All-In Campus Democracy Challenge (see All-In Challenge Homepage). Through the efforts of many campus members, the College pledged to increase student voter registration for the 2018 midterm election by 10 percent (e.g., 691 students) and voter participation by 10 percent (e.g. 164 students). In addition, voter engagement goals were set for the next two years. Lastly, Band of Voters, working with Young

Invincibles, worked to author California Assembly Bill 963 (AB 963), *Student Civic and Voter Empowerment Act—California Public Universities*. The bill was introduced by Assembly member Cottie Petrie-Norris, 74<sup>th</sup> Assembly District, on April 26, 2019, to the California State Assembly Higher Education Sub-committee. The faculty director provided testimony in support of the bill. The Center also worked with the Office of the Los Angeles County Registrar-Recorder/County Clerk to make COC a Mega-Vote Center for the upcoming 2020 elections.

Evaluating whether the campus-wide effort to increase voter education, awareness, and participation made a difference by 2018, COC can emphatically answer yes. As a result of the dedicated work of the campus community, College of the Canyons received multiple awards at the November 12, 2019 All-In Awards Ceremony in Washington, D.C. These honors included Overall Most Improved Voting Rate at a Community College and Most Improved Voting Rate Large Community College. In addition, COC's voter participation seal was elevated from the status of Bronze to Gold, recognizing campuses with voter participation rates between 40 to 49 percent. In fact, the College's rate increased from 12.6 percent (2014 midterm elections) to 43.4 percent (2018 midterm elections), resulting in a 30.7 percent improvement. In addition, the campus served as a vote center for the Santa Clarita Valley, as the Office of the Los Angeles County Registrar-Recorder/County Clerk held its first-ever Mock Election throughout the county to inform the public of new voting processes for 2020. Lastly, Governor Gavin Newsom signed AB 963 into law on October 9, 2019, signifying significant support to increase voter participation among California's 3.1 million students enrolled at 147 public universities and colleges (Feminist Newswire, 2019). The campus' *Engage the Vote Voter Action Plan* was also recognized.

In planning for fall and the upcoming General Election, Deborah Aschheim, former Los Angeles County Registrar-Recorder Artist-in-Residence, is working with several COC faculty to capture the "face" of new voters, as the "stories" of why we vote. In addition, COC has been selected to serve as a Vote Center in 2020. The Engage the Vote Voter Action Plan has also been revised. Lastly, the faculty director is in contact with the Students Learn Students Vote Coalition. COC may be highlighted in a future MTV series highlighting the voter engagement efforts of college campuses.

#### *Los Angeles County Registrar/Clerk's Office and U.S. Census Bureau.*

Working with L.A. County, COC was able to attain a Vote by Mail ballot box during the fall 2018 midterm elections. Since then, the campus hosted a Mock Election in September 2019 and will now serve as an official Los Angeles County Vote Center for the 2020 election cycle, including the California Primary and General Elections. A Mobile Vote Center will be staged on the main campus to accommodate in-person voting for the 25<sup>th</sup> Congressional Special Election. In addition, the faculty director is partnering with the U.S. Census Bureau to provide much need information to the campus community regarding the California Counts initiative.

#### *League of Women Voters Santa Clarita Valley (LWVSCV)*

The Center for Civic Engagement is working directly with the local chapter of the LWV. In fact, the faculty director helped to co-found the organization in the Santa Clarita Valley.



### *California Campus Compact Student Engagement Fellowship*

Two COC students were selected to participate in the program over the 2019-2020 academic year. Working on projects examining the topic of homelessness, individual projects will reflect fall and spring semesters. Each is receiving a \$500 stipend. (An application for 2020-2021 is in the process of being submitted.)

### *California Campus Compact Community Engagement Student Fellowship: Youth Voice-Youth Vote.*

Two COC students were selected to participate in the program during spring semester 2020. Students will work with the Engage the Vote Action Team to increase democratic awareness, civic learning, and voter engagement for both the California primary and general elections. Each is receiving a \$500 stipend. (An application for 2020-2021 is in the process of being submitted.)

### *Imagining America (IA)*

America is a thriving consortium of colleges, universities, and cultural organizations. Imagining America's members strengthen the public roles of arts, humanities, and design fields through research and action. Our members strengthen the public roles of arts, humanities, and design fields through research and action initiatives, coalition building, and leadership development. COC has been actively involved in the Southern California Regional Cluster of IA for over two years. In addition, three students accompanied the faculty director in October to participate in a panel presentation with students from the University of California, Irvine and University of California Southern California at the 20<sup>th</sup> Anniversary National Gathering in Albuquerque, New Mexico. The session was entitled, "Reflecting on Undergraduate Learning through Community Engagement." IA has traditionally comprised membership from 4-year colleges and universities; however, it is actively supporting participation of 2-year colleges. At this time, College of the Canyons is the only community college participating in the Southern California cluster.

### *Voter Friendly Campus (Applied for 2021-2022 Voter Friendly Campus Designation)*

The Voter Friendly Campus designation program was started through a partnership between the Fair Elections Center's Camps Vote Project and NASPA (National Association of Student Personnel Administrators) and its NASPA LEAD Initiative. The goal of the program is help academic institutions develop democratic engagement action plans that coordinate the effort of the campus community to increase voter registration and participation.

### *Campus Compact Education for Democracy: Resources and Exchange Series*

The faculty director is serving as a participant in this virtual national series related to civic, community, and voter engagement.

### *Los Angeles Higher Educational Partnership (LAHEP)*

COC is one of only a handful of community colleges involved in this Southern California partnership which is facilitated by Susan Harris of USC. The intersegmental regional collaboration is focusing on the topic of homelessness, housing, and food insecurity among college and university students.



### *Engaged Scholars (e.g., PLACE Fellows)*

As the Center for Civic Engagement moves forward with its participation in the PLACE grant, it will engage the assistance of six PLACE Student Fellows who will serve as student leads in connecting with the COC student body in addressing the topic of housing insecurity and affordability. Students will receive \$500 awards.

### *WaterTalks Project*

College of the Canyons has partnered with California State University, San Bernardino and the City of Santa Clarita to engage in a project addressing water use, awareness, and education of five underserved areas of the Santa Clara water region of the Santa Clarita Valley. Faculty leads will supervise a team of students to develop, organize, and facilitate a community engagement event(s) to provide information to residents regarding water education, as well as to collect information regarding water habits and usage. WaterTalks is a public program designed to generate and increase community involvement in planning a sustainable water future for California. Its goal is to explore the strengths and opportunities of 128 communities in Los Angeles and Ventura counties facing ongoing economic and environmental distress, and to gather input to prioritize and recommend water-related projects based on issues of greatest concern. Its purpose is to implement Proposition 1, “The Water Bond of 2014.” College of the Canyons has partnered with California State University, San Bernardino (CSUSB) and the City of Santa Clarita to engage in a WaterTalks project addressing water use, awareness, and education of five underserved areas of the Santa Clara water region of the Santa Clarita Valley. Faculty leads are supervising a team of students to develop, organize, and facilitate a community engagement event(s) to provide information to residents regarding water education, as well as to collect information regarding water habits and usage. The goal of these outreach events is to build community members’ understanding of water resources and encourage future participation in California’s Integrated Regional Water Management (IRWM) collaborative. Events will be held until late March 2020. Once Phase I of this project is completed, CSUSB will move to Phases II and III. Each faculty lead is working directly with a student team to meet the requirements of holding an outreach event(s) in one of the five designated water-related areas:

- Val Verde
- Canyon County
- Newhall
- Bouquet Canyon
- Seco Canyon

Eleven students are participating in the project and are receiving compensation for their work from CSUSB, as are the five faculty members. Each team has been awarded a budget of \$5,000 to fulfill their requirements. Student wages are independent of the \$5,000, and they can work up to 360 hours. (As a result of COVID-19, the project is temporarily on hold, since all outreach activities/events were suspended in early March.)

### *Honors Program*

Honors students are encouraged to participate in projects associated with Community-Based Learning. Currently, 10 students are working directly with community partner Ms. Peggy

Edwards, Board Member of Bridge to Home and member of the Santa Clarita Valley Homeless Taskforce.

### *Makerspace 100 Pilot*

Makerspace has served over 3,300 student, faculty, staff, and community members and shows a usage of over 13,000 hours since opening in May 2016. This activity has allowed the Makerspace to build awareness and support of the campus and community. Most recently, Makerspace 100 provided internships to over 20 students working on two projects, including 1) NASA High Altitude Student Payload (HASP) Payload and 2) Santa Clarita Storm Water Storage.

### *Worcester Polytechnic Institute (WPI) on Project-Based Learning (PBL)*

The WPI Center for Project-Based Learning (PBL) was launched in January 2016 at the Association of American Colleges and Universities (AAC&U) annual meeting. Through the Center, faculty and administrators from colleges and universities around the world benefit from nearly 50 years of WPI's experience and expertise in project-based learning to apply toward their efforts, whether it's to implement, improve, evaluate, or integrate project-based learning on their campuses. The Center also supports the continued development of expertise and excellence in project-based pedagogy on the WPI campus. The range of products and services include an annual Institute on Project-Based Learning, custom workshops and seminars, consultations, and project-based learning resources. Through a competitive application process, COC was selected to send a six-member team to participate in the 2019 WPI Project-Based Learning Institute. As a result, this team is now spearheading a movement on campus to eliminate the old model of Service-Learning with its emphasis on hours to a PBL model focused on impact. COC held a day-long PBL training during FLEX week facilitated by Dr. Richard Vaz of WPI. The faculty director submitted a second application for the 2020 WPI Project-Based Learning Institute to take another team of faculty to this year's training. The application was accepted; however, the previously planned in-person Institute will now be held virtually, as a result of COVID-19. COC's team is comprised of six faculty and one student.

### *Curriculum Development*

COC's Faculty Director, Civic and Community Engagement Initiatives is working with faculty and administrators from California State University, Northridge (CSUN), to create a civic and community engagement pathway between COC and CSUN. Focusing on CSUN's Civic Engagement Minor, COC has developed a 15-unit Civic Engagement Certificate which will allow community college students to complete nine of the 18 required units of the CSUN minor before transferring. This also includes the introduction of two new courses: Introduction to Civic Engagement and Introduction to Community-Based Learning. The certificate and related courses were approved by the COC Curriculum Committee this spring. Discussions are now underway with CSUN to develop joint marketing and publicity materials. Talks are also taking place with the Associate Director of Community Learning at UCLA, who is very interested in creating a similar civic engagement pathway with COC.

### *AAC&U Institute on Integrative Learning and Signature Work*

The faculty director submitted an application to AAC&U to send a curricular and co-curricular team comprised of faculty and administrators to attend the week-long training on integrative learning. As the former Service-Learning program moves to integrate integrative learning across

the campus community, such training among an assortment of key campus leads can help integrate this High Impact Practice (HIP) at COC. Again, a highly competitive process, COC's application was selected. Unfortunately, like WPI, the original in-person Institute will take place virtually.

### *Conference Presentations*

Various conference presentations have been made over the past year, including those at the RP Group's Student Success Conference, Campus Compact's Western Region of Continuums of Service, Civic Learning and Democratic Engagement (CLDE) Annual Meeting, and the California Community College Association of Occupational Educators (CCCAOE). Additional presentations are planned for National Campus Compact, Service Learning for the Public Good. COC is also participating in the California Community College Success Network (3CSN) and its BASLI Professional Engagement training. Upcoming presentations have been accepted and planned for the following conferences—

- **Civic Learning and Democratic Engagement (CLDE) 2020 Annual Meeting:** the faculty director was involved in two presentations, including one in partnership with the National Society of Leadership and Success and the second with the Student Learn Student Vote Coalition. (Cancelled as a result of COVID-19.)
- **National Community College Conference on Service Learning and Community Engagement:** the faculty director was involved in two presentations, one in which she is co-presenting with the University of La Verne and the other with National Campus Compact. (Cancelled as a result of COVID-19.)
- **California Community College Success Network (3 CSN) LINKS Conference:** the faculty director was to co-facilitate a 3-hour workshop examining civic and community engagement in the classroom with faculty from Cerritos College, as well as an administrator from CSU Dominguez Hills. This collaboration is a result of our current Bringing Theory to Practice grant focused on intersegmental partnerships. (Cancelled as a result of COVID-19.)
- **California Community College Success Network (3 CSN) BSILI Leadership for Curricular and Institutional Transformation:** the faculty director planned to apply once again to send a team to this 5-day training session. Participants were to include our partners from CSUN, CSUDH, and Cerritos College, all of whom are working on our intersegmental Bringing Theory to Practice grant project. (Cancelled as a result of COVID-19.)

### *SCV Leadership Academy*

The faculty director is working with local community partners to facilitate a 12-module leadership training program designed for COC students and community members.

### *Grant Funds*

While the College has demonstrated support of CCE by providing an ongoing budget, the faculty director continues to write and receive grant funding. Funding since 2016 has come from a variety of sources including, COC Foundation Mini-Grants (\$8,000), Kettering Foundation (\$3,000),

California Community College Foundation Civic Impact Project (\$10,000), AAC&U (\$5,850), Up to Us (\$350), Zonta (\$1,800), ASG Grants (\$3,550), Campus Compact (\$1,800), California Campus Compact (\$2,000) Bringing Theory to Practice (\$7,500), PLACE (\$30,000), Band of Voters (\$1,000), Young Invincibles (\$2,000), and Water Talks (\$25,000). Additional challenges include creating an assessment and evaluation tool, as well as increasing faculty interest in PBL. By creating a nine-hour Introduction to Civic Engagement hybrid course through the Center for Teaching and Excellence. It is important to change the existing paradigm that civic engagement only exists in certain disciplines. Civic engagement crosses all disciplines, no matter if transfer or Career Education (CE) while all faculty have the ability to embed assignment and/or activities into their work. Faculty engagement is crucial for program success.

#### *Civic, Community, and Civic Engagement Resources*

The faculty director continues to personally purchase books to build a civic, community, and democratic engagement resource collection.