



College of the Canyons Academic Senate

December 3, 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/97167184916>
Or iPhone one-tap (US Toll): +1-669-900-6833 or +1-253-215-8782, Member ID: 97167184916#

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.*

ADA statement: 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 College of the Canyons

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 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, Nov. 12, 2020 Summary (pg. 4-11)	Curriculum Committee Summary Nov. 19, 2020
Curriculum Committee Summary Special Meeting Nov. 30, 2020	Program Viability Committee Summary, October 22, 2020 (pg. 12-15)

B. Reports

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

1. College Planning Team (CPT) Committee Annual Report, Claudia Acosta
2. Academic Senate Presidents Report, David Andrus

C. Action Items

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

1. Faculty Professional Development Procedures, Teresa Ciardi (pg. 16-22)
2. [Faculty receiving Emeriti Status December 2020](#) (pg. 23)
 - Dr. Danielle Butts, Counseling/Education
 - Kathy Flynn, Chemistry
 - Dr. Jane Feuerhelm, Counseling/Education
 - Dr. James Anderson, Chemistry

D. Special Recognition

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

1. [Faculty receiving Tenure for spring 2020](#)
 - Dr. Tara Williams, Chemistry

E. Discussion

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

1. PDF Accessibility, Stephen Burns & David Andrus
2. [Scale of Adoption Assessment \(SOAA\) 2020 Review](#), Paul Wickline, Jasmine Ruys & Garrett Rieck
3. Mission Statement, David Andrus (pg. 24-25)

F. Unfinished Business

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

G. 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.

H. Announcements

- Next Academic Senate Meetings Spring 2021: Feb. 18, March 4, March 18, April 1, April 22, May 6 & May 20
- [ASCCC 2021 Part-Time Faculty Institute, Feb. 18-Feb. 19, 2021, Virtual Event](#)
- [ASCCC Spring 2021 Plenary Session, April 15- April 17, 2021, TBD](#)
- [2021 Career Noncredit Education Institute, April 30-May 2, 2021, TBD](#)
- [ASCCC 2021 Hayward Award, Application Deadline: December 11, 2020](#)
- [ASCCC 2021 Stanback-Stroud Diversity Award Deadline: February 8, 2021](#)

I. Adjournment

Committee Appointments

[Academic Senate Sub-Committee Master List Revised 11.30.2020](#)

ASCCC liaison positions	
Faculty Name	<u>Position</u>
Patricia Foley (Chemistry)	ASCCC Open Educational Resources Initiative (OERI)
Rebecca Eikey (Chemistry)	ASCCC IEPI –Partner Resource Team

Academic Senate Summary for November 12, 2020

Voting Members					
Senate President	David Andrus	X	Learning Resources Senator	Peter Hepburn	X
Vice President	Lisa Hooper	X	Personal & Professional Learning Senator	<i>Lisa Hooper proxy for Garrett Rieck</i>	X
Immediate Past President	Rebecca Eikey	X	At Large Senator	Ambika Silva	X
Curriculum Chair	Lisa Hooper	X	At Large Senator	Jennifer Paris	X
Policy Review Chair	Gary Collis	X	At Large Senator	Erica Seubert	X
AT Senator	Regina Blasberg	X	At Large Senator	Rebecca Shepherd	X
MSHP Senator	Shane Ramey	X	At Large Senator	<i>Regina Blasberg proxy for Mary Corbett</i>	X
VAPA Senator	David Brill	X	At Large Senator	Benjamin Riveira	X
Student Services Senator	Garrett Hooper	X	Adjunct Senator	Lauren Rome	X
Humanities Senator	Marco Llaguno	X	Adjunct Senator	Carly Perl	X
Kinesiology/Athletics Senator	Philip Marcellin	X	Adjunct Senator	Aaron Silverman	X
SBS Senator	Tammera Rice	X	X= Present	A= Absent	
Business Senator	Gary Quire	X			

Non-voting Members			
Dr. Omar Torres	X	Dr. Wilding	A
Marilyn Jimenez	X	Nicole Faudree (COCFA President)	X
Dan Portillo (Warren Heaton AFT Rep)	A	ASG Student Representative	A

Guest							
Ann Hamilton	X	Dr. Edel Alonso	X	Katie Coleman	X	Patti Haley	X
April Graham	X	Dustin Silva	X	Kelly Burke	X	Tammera Rice	X
Chad Peters	X	James Glapa-Grossklag	X	Lisa Malley	X	Teresa Ciardi	X
Collete Gibson	X	Dr. Jasmine Ruys	X	Lori Marie-Rios	X	Tim Honadel	X
Dr. Diane Fiero	X	Jennifer Smolos	X	Maral Markarian	X	Tom Bilbruck	X
Dilek Sanver-Wang	X	Kathy Bakhit	X	Miriam Golber	X		

A. Routine Matters

1. Call to order: 3:03 pm
 - Proxy votes were given verbally.
2. Public Comment:

- Upcoming workshop, conducted by the athletic department in concert with Flavio Medina-Martin's (Director of Equity and Diversity in HR). This workshop will focus on student athlete experiences as a result of COVID-19. The event is scheduled for Monday, November 16, 2020 at 1:00pm. Faculty and staff are encouraged to participate.

3. Approval of the Agenda

- The Program Viability Committee summary for November 22, 2020 was pulled from the consent calendar. The summary date will be corrected from November 22nd to October 22, 2020.
- Motion to approve the agenda and remove the Program Viability Committee summary from the consent calendar by Regina Blasberg, seconded by Lisa Hooper. Votes counted using the zoom participants window. One proxy vote in favor for Mary Corbett and one proxy vote in favor for Garrett Rieck. Unanimous. Approved.

4. Committee Appointments: (pg. 3)

- These committee appointments go into effect once the agenda is adopted.

5. Sub-Committee Summaries:

- Senate Executive Committee Summary, Oct. 29, 2020 (pg. 11)
 - There is concern with having the Academic Senate approve subcommittee summaries if the majority of subcommittee members do not actually sit on the Senate. The Academic Senate is not in a position to adopt summaries from other subcommittees if it cannot verify, first hand, the accuracy and content of those summaries. The suggestion is to list these summaries on a separate category of the agenda. The summaries listed in the section will not be voted on but are listed for informational purposes. The Curriculum and the Program Viability Committee summaries will continue to be listed on the consent calendar due to the critical information that is included and regularly requires Senate approval.

6. Approval of the Consent Calendar

- Motion to adopt the consent calendar by Gary Quire, seconded by Aaron Silverman. Votes collected via the zoom participant's window. One proxy vote in favor for Mary Corbett and and one proxy vote in favor for Garrett Rieck. One abstention from Marco Llaguno. Approved.

Academic Senate meeting, Oct. 29, 2020 Summary (pg. 4-10)	Curriculum Committee Summary Nov. 5, 2020
Program Viability Committee Summary, November 22, 2020 (pg. 15-18)	

B. Reports

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

1. Election Committee, Dustin Silva (pg. 19-20)

- The Elections Committee currently has one vacancy within the committee. Elections are held based on the Constitution. Therefore, if there are stated positions up for re-election those elections will be conducted. Dustin also shared a list of all elections which took place in spring 2020. A correction will made to the list of elections from "spring 2019" to "spring 2020." There is a lot of tracking that is needed to help conduct the various elections. Due to the COVID-19 pandemic elections and nominations were placed on hold and resumed after Spring Break. The election ballot process is done through the Institutional Research office as the Election Committee does not have access to the system. Special thanks was given to Alicia LeValley in Institutional Research and Marilyn Jimenez in Academic Senate for helping track and facilitate

the nominations for the various positions. The Election Committee procedures are frequently reviewed and an updated version may return in spring 2021 to Academic Senate for review.

- There was a question regarding if an election would take place for the Clerk and Treasurer positions or if the intent is to change the Constitution and remove the new positions? The elections will be held however, these positions are still currently being discussed with Rebecca Shepherd, chair of the Constitution & By-Laws Committee to possibly further understand and develop their specific duties.
- There is also a need to improve upon the verification process for nominees and candidate statements. There is also concern with having faculty use non-COC emails when responding.
- Not all departments have a list serve where all faculty department groups can be emailed. Some of the directories on the main COC website need to be updated. Many of the directories do not have the correct information. The main COC website and the intranet also has many broken links, inconsistent and missing information. There has been a suggestion to have the Web Committee report out to Senate.

2. Financial Aid Report, Tom Bilbruck

- The FAFSA application cycle began on October 1, 2020. Applications are accepted for one full year before school starts. This has a large impact on the funding formula. There is much work done in terms of student outreach and assisting students with completing their applications. The Financial Aid office is open and has been taking in between 2,000-3,000 phone calls a month. The Financial Aid Department is also one of the few which work actively with parents for federal financial aid. A student is considered independent of their parent until they turn 24 years of age, get married, have a dependent or in the military. Many of the students who do attend are still dependents of their parents.
- A new version of the fee waiver application has been released. Previously referred to as the Board of Governors Fee Waiver (BOGW), the California College Promise Grant (CCPG) should not be confused with the Canyons Promise. There are currently 12,000 students on the fee waiver which waives enrollment fees for qualified California residents. The application form has also been updated and simplified by the Chancellor's office. It is also important that students fill out the single form application. The CCPG also allows student to have immediate and direct access to their classes.
- There are also workshops and one-on-one appointments for students and parents. FAFSA looks at prior year income. Students can appeal the income that is listed on their FAFSA through a formal process. This is a process in which students and parents income can be reevaluated to make adjustments to increase their eligibility. There are many families which have been severely impacted by COVID-19. There has also been a 7% increase in Pell grants from the prior year.
- If any faculty or staff come across a student who is struggling to pay for their classes or textbooks please refer them to the Financial Aid office. There are many programs available for student of all incomes such as need base and non-need based awards. There is also a robust scholarship program which goes up every spring semester. There is a quarter of million dollars awarded each year for scholarships exclusively for College of the Canyons students. For many students financial aid is still a taboo subject. The Financial Aid office can meet with students privately.

3. Academic Senate Presidents Report, David Andrus

- **ASCCC Fall 2020 Plenary Update:** Special thanks was given to Dolores Davidson for running the voting process so well. However, there was some confusion from attendees regarding how to use the voting software application. Attendees may have benefited from some virtual training. There were a total of 500 attendees which is much higher than it would be for an in person conference. There are many workshops which can overlap with each other. There are many people who sit on the subcommittee who would have enjoyed a lot of the workshops. Such as those people who specialize in diversity, equity, technology and curriculum. The hope is that more people will sign up for the ASCCC Spring 2021 Plenary session. There is a question regarding what conferences will look like for the State Senate once a face to face environment is possible again.
- **ASCCC general session on Anti-Black Racism:** The major theme was on Anti-Black Racism and Anti-Racism and how it permeates all corners of the California Community College system. There was a general session that was hosted by 6 to 8 professors. These professors are African American/Black Colleagues throughout the state who collectively authored a recent ASCCC Rostrum article. David would like to have the group present on campus.
- **ASCCC Resolutions:** The final packet of approved resolutions with all adopted amendments will be circulated soon. Some of the adopted resolutions address Diversity and Equity, Academic Freedom, Curriculum and Ethnic Studies; in particular, how Ethnic Studies should be expanded and a resolution on graduation requirements.
- **COC Mission Statement:** The College is working collaboratively on revising the mission statement. There was on discussion meeting held on, Nov. 12th from 1:00pm to 2:00pm. There were 12 to 13 people who attended. The second meeting is scheduled for Friday, Nov. 13th from 2:00pm to 3:00pm. All faculty are encouraged to attend. There are some who feel the mission statement is good and just needs to be revised a bit and others want more of a wholesale change. After the last meeting is held the mission statement will go back to CPT. If CPT agrees on the draft it will come back to Senate.
- **New Return to Campus Group:** There have been some questions regarding how collaboration can take place and what the process will be for returning to Campus. There are questions regarding what if a student who is part of an essential infrastructure program states they are not feeling well to a faculty member? How would a faculty member respond? There are many areas to discuss that are work conditions, in addition to the academic implications. There is interest in creating a new group that would include collaboration between faculty, leadership and various other constituent groups. The Return to Campus Taskforce was more so created for infrastructure programs. The first meeting of this new group will include both the Academic President, David Andrus, Classified Senate President Michael Monsour, COCFA President Nicole Faudree, AFT President Dan Portillo and faculty member Kelly Burke, as well as other members of Administration.
- **ASCCC 2021 Part-Time Faculty Institute:** A notification will be sent out to part-time faculty to inform them that they can attend.
- **Status of Ad-hoc Committees:** David will be communicating with any faculty who are members of ad-hoc committees. As it is also not clear who is chairing some of these committees. A process will be developed so these committees can report out on the status of their work and so that a determination can be made as to when an ad-hoc committee is done with their work.

- **ASCCC Awards:** There was one program that applied for the ASCCC Exemplary Program Award and that application has been submitted for consideration. This award is for full and part time recognition of faculty. The Hayward Award is due in December. The Stanback-Straud Diversity Award is due in February. More information is provided in the link below under “Announcements.”
- Special Thanks to Victoria Leonard for agreeing to co-chair the Bookstore Committee.
- The last meeting of the semester will recognize the December retirees as well as Dr. Tara Williams who has received Tenure.

C. Action Items

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

1. Camera Policy, David Andrus & Gary Collis

- a. The development of these policies was very collaborative and effort was made to meet everyone’s needs. There was a question regarding AP 3535 on page 24, #6 “Recording and Viewing.” There are concerns with the language being too broad and that the language infers that images can be used for the discipline of employees. There was a reminder that the original purpose for this policy is for safety and security. However, the District feels it’s important to allow the use of images that have been captured for the purposes of enforcement of inappropriate actions on campus related to personnel. The policy also states that routine monitoring of work performance would not happen and cannot happen. Furthermore, if an issue arises that is not necessarily criminal in nature, but does implicate a violation of college policy or procedure, this policy would allow the images to be used for that purpose. Faculty and employee constituent groups expressed concern that there have not been existing guidelines as it relates to discipline for non-public safety issues. That is why the employee groups that worked on this policy and procedure were in support of developing some parameters to guide the District in such situations of campus personnel investigations. There may be room for investigations beyond what’s in the bargaining agreement so long as it is in accordance with applicable law. In order to preserve everyone’s interest there needs to be some type of oversight. It is not possible to take away all the purview of HR as it relates to enforcement of college policy. The camera system has gone through various bargaining agreements and that language has been included for CSEA and COCFA. For COCFA it is in Article 14, section C.
- BP 3535 (pg. 21)
 - Motion to adopt BP 3535 by Rebecca Eikey, seconded by Erica Seubert. One proxy vote in favor for Mary Corbett and one proxy vote in favor for Garrett Rieck. Unanimous. Approved.
 - AP 3535 (pg. 22-26)
 - Motion to adopt AP 3535 by Rebecca Eikey, seconded by Shane Ramey. One proxy vote in favor for Mary Corbett and one proxy vote in favor for Garrett Rieck. One abstention from Marco Llaguno. One no vote from Tamera Rice. Approved by majority vote.

2. Senate Report Template (pg. 27)

- There is an interest to have a report template developed not only for committee chairs of the Academic Senate subcommittee but for anyone who’s going to come and provide a report to Academic Senate. This template was adopted by the Academic Senate Executive Committee. Committee members will be planning to use the template for reports when they come to the Senate. Not using this template does not necessarily mean that a report will be rejected. This

form was more so created to have as a structure on reporting out. The adopted template form will be posted to the Academic Senate website.

- Motion to adopt the reporting template by Regina Blasberg, seconded by Erica Seubert. One proxy vote in favor for Mary Corbett and one proxy vote in favor for Garrett Rieck. Unanimous. Approved.

D. Discussion

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

1. FPDC procedures, Teresa Ciardi (pg. 28-34)

- The primary changes to the FPDC committee include cleaning up the overall language, making the statements shorter and clearer. The strategic goals were updated to match with the college strategic goals. There is one major change under Item F “Mentor Programs.” For Alliance’s there is a need to have professional development awarded to their mentors. ASG Club officers are often mentored by faculty. There was a decision to follow the established mentor program. The professional development mentor program has traditionally been limited to 8 hours. The decision was to not limit the allowable hours as there is no limit on any other program. The plan is to develop a template similar to the mentor program that already exists. The template will include questions such as, “What are your goals?”, “What are your outcomes?”, “When did you meet, talk or what was accomplished? This is similar to what the mentor program does.
- There was a question regarding the 21-day submission timeline on page 31. If an activity is completed off contract and if it takes place during what is considered to be an academic year a proposal would need to be submitted within 21 days of completion of the activity. This is what was approved by Academic Senate. If an activity is completed during off contract and NOT during an academic year the faculty member still has 21 days to submit even if this is during a holiday period when the college is closed. The purpose of the 21-day rule is to have some consistency which can be adhered to by everyone. The 21-day rule was established based on the FPD Committee and what was being reported by Academic Senate in terms of what faculty wanted. Extenuating circumstances may be considered. There are concerns with faculty attending conferences on the last day of the semester, going on break the following day and still needing to submit within 21 days. There is also a suggestion to change from 21 calendar to 21 contract days. The 21-day rule will be further discussed in FPDC and there may be changes to the process. These changes may return to Academic Senate. This item will return as an “action item” on the next agenda.

2. Academic Senate Budget

- Funds are not being spend on travel at this time. There are now many uncommitted funds. There may be a need for travel funds for faculty to attend the ASCCC spring 2021 plenary both in person and virtually. Considering projected expenditures and if a conservative approach is taken there may still be uncommitted funds. There is an interest with using approximately \$1,300 of the uncommitted funds to purchase a laptop in the form of a MacBook to help support Marilyn’s position. This position has been elevated and currently supports no less than 5 subcommittees and through typical word processing, spreadsheet development and graphic design. The current desktop that is assigned to Marilyn on campus is a rental. This MacBook purchase would not be part of the District’s equipment replacement program/list administered by Jim Temple’s office. It would belong solely to the Academic Senate Classified administrative support position. Both

Dr. Omar Torres and Jim Temple have agreed to transfer the funds. There is also a chance Marilyn will also be working from home along with everyone else from Academic Senate for next year 2021 if instruction remains virtual.

- There had been an initiative from past President, Rebecca Eikey to purchase iPads for Academic Senate Senators and those serving on subcommittees. This discussion is also being brought up in case there is anyone else in Senate who is in need of tech support or equipment. In regards to the next budget cycle it is not clear what the availability of funds will be especially if everything remains virtual. Not many faculty attended the ASCCC Fall 2020 Plenary. Attendance registration for the ASCCC Spring 2021 Plenary will be \$275. There will be enough funds to support more faculty who would like to attend the plenary session. It was restated, there will be funds left over to purchase the equipment for Marilyn's position. There may also be other funding sources available to help support faculty who are interested in attending virtual conferences since many are not traveling. David has also spoken with Dr. Torres regarding other revenue streams to help support Academic Senate.
- There were two options proposed, 1.) Bring this item back as Action so a vote can be taken or 2.) Note in the minutes that there was general support from Academic Senate to move forward with purchasing this equipment. Senate choose option 2.

3. Zoom Protocols

- For reference only
 - COC Zoom Protocols Best Practices (pg. 35-40)
 - CCCCCO Legal Advisory (pg. 41-47)
 - [The Zoom Black Box Dilemma | The Open Learning & Teaching Collaborative](#)
 - [Guidance for Recording Class Sessions with TechConnect \(Confer\) Zoom - Online Network of Educators](#)
 - [Guidance on Classroom Digital Recording and Remote Classroom Practices](#)
- At the beginning of the fall, 2020 semester several faculty raised concerns to both David Andrus and James Glapa-Grosskalg regarding what the proper framework for using zoom in synchronous and asynchronous instruction should be. Many thanks were offered to Michelle LaBrie for her commitment to and awareness of this matter. This concern triggered a work group which also included Student Services. The workgroup developed a best practices sheet for Zoom usage. Recently, an issue was raised on campus regarding whether an instructor should be allowed to compel students to turn on their cameras via zoom during synchronous instruction. This discussion at the Senate is in part informational and a way for others to express their concerns. Some faculty have expressed that for their instructional purposes this would be preferred. The idea is also to allow for synchronous session to be more interactive.
- On October 19, 2020 there was a legal advisory from the state Chancellor's Office issued and both of the documents are included in this agenda. The legal advisory cited the COC best practices sheet as a policy, however, this is not a policy. Academic Freedom must be weighed against the college's right to establish policies that support and aid students educationally, legally, mentally, physically and emotionally. The CCCCCO advisory states that faculty should be limited or prohibited from compelling students to activate their cameras and show themselves as active participants in the class. The legal advisory cites the many FERPA, California Privacy and ADA laws to be considered.

- There has also been discussion regarding the uniqueness of disciplines on campus. Considering the legalities involved and the mental and emotional issues of students there is no need to adopt a policy. If there are faculty who feel that their courses are unique in that there is need to add to the schedule of classes a notice in which students need to have their cameras on it is suggested to contact Dr. Torres and David. Such course uniqueness needs to be evident in the course outline of record as it relates to course objectives. This would be most applicable for courses that require scholarly demonstrations.
- There are questions regarding if faculty should also be required to turn on their cameras. There may be times when faculty does not want their video on. There may be some faculty who are home schooling their children or faculty may be at a public location due to their WIFI being unstable at home. This issue will be discussed and considered further.
- There also needs to be a discussion regarding why it would be necessary for students to have their cameras on. Faculty do a formative assessment which faculty are able to do when they can see and interact with their students. In the absence of being able to do this many faculty are grappling with adapting to the new teaching method. Some faculty may require their students to have their cameras on so they can proctor tests. Other faculty are using Proctorio. There are many faculty who are also concerned with cheating and plagiarism. There may be a need for more training and support so that faculty can adjust their teaching and instructional design to mitigate these circumstances. If there are student waivers being signed, who will be responsible for maintaining those waivers? A faculty member may issue them to students, but for how long does a faculty member need to hold on to them? Student waivers would also need to be communicated to students via the orientation letter and possibly the schedule of classes. This item can return for another discussion.

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.

- Call to Action COC Resolutions
- COC Mission Statement
- Return to Campus Discussion
- Summer and Fall 2021 Online Instructor Certification

G. Announcements

- Next Academic Senate Meetings Fall 2020: Dec. 3. Spring 2021: Feb. 18, March 4, March 18, April 1, April 22, May 6 & May 20
- [ASCCC 2021 Part-Time Faculty Institute, Feb. 18-Feb. 19, 2021, Virtual Event](#)
- [ASCCC Spring 2021 Plenary Session, April 15- April 17, 2021, TBD](#)
- [2021 Career Noncredit Education Institute, April 30-May 2, 2021, TBD](#)
- [ASCCC 2021 Hayward Award, Application Deadline: December 11, 2020](#)
- [ASCCC 2021 Stanback-Stroud Diversity Award](#)
- [ASCCC Call for Participation Anti-Racism workgroup](#)

H. Adjournment: 5:13 pm

Program Viability Committee Summary

October 22, 2020, 10:00 a.m. to 11:30 a.m. – Zoom

Members present: Garrett Rieck (Noncredit Faculty), Christopher Boltz (Theatre/CTE Rep), Lisa Hooper (Curriculum), Nicole Faudree (Business/COCFA Rep), Tony Law proxy for Albert Loaiza (Student Services, Counselor), Jason Burgdorfer (MSHP), Jesse Vera (Adjunct Counselor & AMSA Faculty Co-Advisor & Erik Altenbernd (Humanities, filling in for Julie Hovden)

Guests: Harriet Happel (CE Dean), Marilyn Jimenez (Academic Senate Administrative Assistant), Sanghu Beak (ASG Student Representatives), William MacPherson (VAPA), Jennifer Smolos (Dean, VAPA), Kathy Bakhit (Dean, HPPS)

I. Routine Matters

1. Call to order: 10: 05 am
2. Approval of the Agenda
 - Motion to approve the agenda by Chris Boltz, seconded by Nicole Faudree. Approved by roll call vote. Tony Law abstained. Approved.
3. Approval of 10/8 minutes
 - Motion to approve the 10/8 minutes by Nicole Faudree, seconded by Lisa Hooper. Approved by roll call vote. Tony Law abstained. Approved.

II. Year Two Status Reports

1. Commercial Music – Bill MacPherson
 - There was a correction made to the document as it was originally listed as a three year status report but is actuality a 1 year status report. There was also a reminder that there will be a discussion regarding renaming reports to phases such as phase one, phase two etc.
 - **Identifying Facilities:** The COVID-19 pandemic put this program on hold in terms of obtaining facilities resources. There are two rooms which can be used as potential classrooms in PICO Hall. Quotes and pricing estimates are being requested for each space. There are pros and cons to both spaces. An evaluation, from a physical perspective, is being done in terms of what is most viable. There was a suggestion to possibly seek out a sponsor from the Entertainment Industry who could help with covering some of the budgetary costs. There also needs to be a difference between infrastructure and equipment costs. Equipment costs can be put into Perkins for next year and possible Strong Workforce funding. There have also been conversations with administrations regarding securing lecture rooms.
 - **New Music Courses:** Another part of the program requires learning the various software used to record (such as Pro Tools).
 - A course was recently written using Garage Band that will supplement the other software classes.
 - There are also plans to build a courses on how to build a home studio as so many students are learning how to record at home.
 - Prior to COVID-19 there was a *Commercial Music Ensemble* course which was going to do an entire Beatles concert; however, since the course was switched to remote learning students instead decided to record an album. Students stepped into various roles sharing the tracks so that each could work on their part and record the full blown CD. This is a capstone project as it involves collecting artwork, preparing liner notes and choosing the right note. This project was done spring and fall 2020. The new project is *"Taking a Journey of Jamaica."* Students have been watching

many documentaries about the history of Jamaica. Studying the relationship and development of music and the interaction between American, British and Jamaican musicians. The vision is to have students learn about different kinds of music styles and decades. Artwork has been submitted for the new album.

- **Commercial Music Committee:** There is a committee of professional studio owners and composer professors which are all involved in the contemporary commercial music world. There are faculty from COC and Cal Arts. One member of the committee has spent their entire career on designing recording studios and has helped with sketching and planning how PICO Hall would work as a studio. Faculty member Brody Steal from the Theater department is also a member of the committee and is working to reach out to people in the community who may be able to help with continuing to the design the room.
- **Committee Suggestions:** Some suggestions from the committee is to create a program that trains students so they can go into assistant or internship positions in a recording program or a record company. There are many students who are planning to be independent artist and have independent studios even if they are not signed to a record deal. There is a big need for content due to there being so many TV stations and film companies.
- **Budget Constraints:** Due to COVID-19, the Dean of VAPA and the department chair are feeling reluctant to move forward. The studio will be expensive to repurpose, however, not as expensive as building a standalone building.
- **Songwriting Club:** Bill is an advisor for a few clubs for Typified Records. There is also a songwriting club that just started this semester. Student original work is collected and there is a non-exclusive arrangement that their material can be sold. This work is put out as a compilation CD. There have been three CD's done and they are being called Homegrown Volume 1, 2 and 3. These projects are released in spring.
- **New Courses & New Curriculum:** The hope is also to begin offering the software classes in the fall as Pro Tools can be taught a different levels. Typically new classes or new curriculum cannot be created until facilities are in place. There is Pro Tools software available in a classroom, via mac computer stations, for the Logics course. These courses are not dependent on the recording studio. However, students do need to go to campus as there is challenge with obtaining the licensing for the software. The department does have a few iPad's which have Garage Band software installed. The school will need to obtain a license from AVID to have Pro Tools installed on the computer in at least the Music Department and with MEA in Mentry Hall. In order to better serve students, IPAD's with the software will need to be purchased and there will need to be means by which to track them. There will also need to be enough licenses purchased to install the software on all computers on campus.
- **Curriculum Status for new courses:** The new courses are currently at stage 5 in Curriculum Committee. If the courses are flexible in that they could serve in other departments these can move forward. Courses need to be approved along with a program. If there is a possibility of offering courses face to face they could be offered in fall 2021. If this is not possible those courses may be retracted. There was a suggestion to maybe add new courses into local degrees and offer as electives. Another option would be to offer a technical music certificate. This option had been discussed in the Technical Theater department and the committee was in favor of this idea. Bill has already created some certificate programs in commercial music.
- **Non-credit option:** There is a possibility of designing software recording courses as a Certificate program as adult students within the community may want to enroll in these courses to refresh their skills. There may also be the ability to do a mirroring this program in credit and non-credit. This could work as either a Vocational program or a Workforce preparation program. A follow up meeting will be scheduled to further discuss how to fit these courses into existing programs as

electives or certificates.

- **Courses for Veteran Students:** There are many courses that have to fall within specific areas, such as an Associate's degree, in order for them to be paid for by the federal government for VA benefits. The certificates have to be specifically Certificates of Achievement and not specialization. It's important to ensure the Certificate is robust enough to be a transcript ID.

III. Year Three Status Report

1. Construction Technology – Regina Blasberg and Harriet Happel (Eric Arnold, Absent)

- **Background:** Three years ago Construction Tech started the pilot program process and entered year three in fall 2020. However, the program went through a substantial modification at Program Viability in September of 2020. As a result, the recommendation of the PV committee is to begin the pilot program process over again at year one effective fall of 2021.
- **Scheduling classes:** In terms of scheduling, the beginning class is offered in the fall and the advanced class is offered in the spring. Therefore, students have to wait an entire year if they miss fall enrollment.
- **Revised Curriculum:** A substantial modification proposal was submitted and approved by the PV Committee in September 2020. The purpose of the modification was to align the curriculum with the NCCER industry certifications. The goal is to have the curriculum approved at the Curriculum Committee by the end of the spring semester.
- **Facilities Concerns:** Space has been a major issue and it is currently difficult to offer all necessary sections. Castaic High School may provide additional facilities to offer additional sections.
- **Curriculum:** The substantial modification proposal includes the creation of new courses and the revision of existing courses in order to align the curriculum with the NCCER industry certifications. This will better prepare students for an entry level position. The current program has six courses and there will likely be eight courses in the program once the new curriculum has been completed including a course on concrete/masonry. The curriculum revision will include stackable NCCER certificates.
- **Enrollments and Completers in Construction Tech:** Prior to COVID-19, enrollments were consistent and the program has some completers. Courses have been offered at night and during the day to meet the needs of a diverse student population and to determine the optimal timing for these courses. The long term plan is to be able to offer both night and day classes each semester. Construction Tech is an AB 288 pathway at Castaic High School. With the opening of Castaic High School in Fall 2021, the program plans to expand course offerings and will offer courses on the high school campus. COVID has created additional challenges in offering the lab courses but as an essential infrastructure program, students have been allowed back on campus to complete their lab work.
- **Advisory Board:** The advisory board continues to express concerns in finding employees for the construction tech areas including carpentry, electrical, and plumbing. The advisory board supports the substantial program modification which will align the curriculum with NCCER industry certifications. Upon award of the certifications, students will have tangible verification of their skill sets for employment. The construction industry projects continued growth over the next 5 or 6 years.
- **Moving from Pilot to Phase Statuses:** The AP states that "All newly initiated programs, to include substantial modifications, shall be deemed pilot status for a period of three years." Therefore, the Construction Tech program pilot timeline will be reset to a year one status effective Fall 2021.
- This circumstance has created a need to update the Program Viability AP documents. There are a number of questions that need to be addressed including how long phases last. The phases could

be defined as: 1) Curriculum committee approval and State approval, 2) 4 terms of course offerings or two years, and 3) data review and recommendations to proceed or revitalize. Any changes to the PV AP documents will be brought before the committee.

- Nicole Faudree motioned to approve the year 1 pilot status for the Construction Tech program effective Fall 2021 due to the substantial modification proposal previously reviewed and approved by the Committee. The motion was seconded by Chris Boltz. The motion was unanimously approved by roll call vote. Note that Alisha Kaminsky is voting as Albert's proxy.

IV. Adjournment: 11:30 am

1. The last PV meeting will be on Nov. 19, 2020.
2. Garrett will put together the PV Committee meeting scheduled for spring 2021.

College of the Canyons
Faculty Professional Development Committee (FPDC)
Guidelines and Operating Procedures, Effective 7/1/18

I. Mission Statement

The mission of the College of the Canyons Faculty Professional Development Committee (FPDC) is to promote, improve, and sustain the professional development, growth, and wellbeing of faculty.

II. Organizational Structure

The FPDC is a sub-committee of the Academic Senate. As such, we follow Academic Senate policy at the local and state levels. FPDC works jointly with the Professional Development Coordinating Committee (PDCC).

III. Committee Chair(s)

The committee chair(s) are appointed by the Academic Senate and are expected to serve a 2-year term. They may serve more than one term.

IV. Connections/Associations with other committees

Academic Senate Standing Committees:

Center for Excellence in Teaching and Learning (CETL)

Committee for Assessing Student Learning (CASL)

Program Review (PR)

Collegial Consultation Committees:

Accreditation Committee

College Planning Team (CPT)

Institutional Effectiveness and Inclusive Excellent Steering Committee (IE²)

President's Advisory Council on Budget (PAC-B)

Other:

Professional Development Coordinating Committee (PDCC)

V. Duties and Functions

- A. FPDC plans Professional Development (FLEX) activities for faculty and develops the Faculty Professional Development Week schedules.
- B. FPDC peer-reviews faculty proposals and reports
- C. As a sub-committee of Academic Senate, FPDC provides summaries of meeting minutes, Professional Development (FLEX) week schedules, and recommendations for changes in professional development policies to the Academic Senate.
- D. The FPDC evaluates the outcomes of professional development workshops and activities, and the dissemination of these results, with the goal of improving the college's faculty professional development programs.

VI. Committee Membership

- A. Members are appointed by the Academic Senate and are expected to serve a minimum of one full academic year but may ~~tender their resignation~~ resign from the FPDC at any time.
- B. The FPDC is open to all, but the goal is to include at least
 - a. One full-time faculty representative from each academic school, with possible alternates to participate in case of absences.
 - i. Math, Science, and Health Professions
 - ii. Business
 - iii. Applied Technologies
 - iv. Student Services
 - v. Visual and Performing Arts
 - vi. Humanities
 - vii. Kinesiology/PE/Athletics
 - viii. Learning Resources
 - ix. Social and Behavioral Sciences
 - b. 2 full-time faculty at large representatives
 - c. 2 adjunct faculty at large representatives
 - d. 1 ASG representative
- C. The Director of Professional Development or designee is a non-voting member of FPDC. The chair(s) and committee work in consultation with the Director or designee.
- D. Any change in membership structure of the committee must be approved by the Academic Senate.
- E. If a new academic school is created, it will immediately be entitled to representation within the committee.

VII. Voting

- A. All appointees have voting rights.
- B. The chair(s) may vote only if he/she is also acting as his/her school's appointed representative.
- C. A quorum will be 50% of the total current voting members of the committee.
- D. Decisions will be made by a majority vote.
- E. While alternates may attend in place of school representatives, they will not have voting rights unless the appointed representative has given permission and notified the chair(s) for his/her proxy to vote.
- F. All who attend FPDC meetings may participate in discussion, but only appointed members will have voting rights.

VIII. Responsibilities of Committee Members

- A. Attend and participate in regularly scheduled FPDC meetings.
 - a. If a member is unable to attend, the member must notify the chair(s).
 - b. The member is encouraged to ask another faculty member from the school to participate as a proxy.
- B. Undertake due diligence in reviewing faculty proposals and reports and participate in the voting for faculty proposals.

- C. Participate in the development and scheduling of fall and spring Professional Development (FLEX) week activities.
- D. Act as a liaison to their school, report to and solicit feedback from their constituencies.
- E. Work with chair(s) to review guidelines and operating procedures when necessary.

IX. Additional Responsibilities of Committee Chair(s)

- A. Participate in the Professional Development Coordinating Committee.
- B. In consultation with the Director of Professional Development:
 - i. Schedule FPDC meetings and develop meeting agendas
 - ii. Plan Professional Development (FLEX) activities
 - iii. Facilitate committee discussions
 - iv. Maintain minutes
- F. Recruit committee members as needed
- G. Provide a summary of the minutes to Academic Senate
- H. Determine division of labor for review of proposals and reports
- I. May evaluate proposals and reports between the last FPDC meeting of the semester and June 30, independent of regular members.
- J. Notifications of committee decisions on faculty proposals may be provided by the Director of Professional Development or the FPDC Chair(s).

X. Meetings

- A. Meeting dates and times for the next academic year shall be finalized by the last meeting of the current academic year.
- B. Agendas will be made available at least 72 hours prior to the meeting.
- C. The Director of Professional Development will disseminate all supporting materials to committee members one full week prior to regularly scheduled meetings.
- D. Meetings are open to all.

XI. Guidelines for Professional Development (FLEX) Credit

- A. The primary goal of the activity must be professional growth as described in Title V or the Education Code relating to professional development.
- ~~B.~~ To assist with program review and accreditation, the professional development activity must also meet one or more of College of the Canyons' Strategic Goals: ~~Teaching and learning~~
 - ~~i. — Student services~~
 - ~~ii. — Cultural diversity~~
 - ~~iii. — Human resources~~
 - ~~iv. — Institutional effectiveness~~
 - ~~v. — Financial stability~~
 - ~~vi. — Technological advancement~~
 - ~~vii. — Physical resources~~
 - ~~viii. — Innovation~~
 - ~~ix. — Campus climate~~

Leadership

Access

Success

Engagement

- C. Per the COCFA contract, Article 12 F.1., full-time instructional faculty must complete 41 hours of professional development per academic year.
- D. ~~While it is encouraged that faculty participate in College of the Canyons Professional Development (FLEX) workshops, FPDC recognizes that there are diverse professional development needs, and thus, Faculty may fulfill their 41 hours of professional development obligation in with any committee approved activity category/categories they choose.~~
- E. Workshops and activities that have been consistently approved by FPDC will be placed upon a pre-approved list once approved by Academic Senate. The pre-approved list may be routinely updated and will be published on the FPDC internet site. Pre-approved activities will be automatically added to the current professional development management system, after required information has been received.
- F. For an activity to be considered for Professional Development (FLEX) credit, faculty must submit a proposal (unless otherwise indicated on the pre-approved list):
 - i. Through the current professional development management system
 - ii. Within 21 calendar days of activity completion time frame indicated on the proposal
 - iii. With supporting documentation for the hours proposed as requested on the proposal
 - iv. Prior to activity whenever possible
- G. Proposals submitted in order to satisfy faculty professional development obligation hours will be reviewed by the FPDC in the order they are received, with the exception of individual project proposals, which may be considered ahead of all other proposals.
- J. ~~Except for workshops, which require advance approval, faculty shall submit proposals within 21 days after the activity has occurred. It is strongly encouraged that proposals be submitted by the 13th week of the spring semester to insure full committee review prior to the end of the academic year.~~
- K. Proposals submitted after the last committee meeting in spring, but before June 30th will be reviewed by the committee chair(s). Proposals submitted in winter and in summer after June 30th may be considered after the start of the regular semester or by the committee chair(s).
- L. If an activity is completed during an off-contract period, the deadline to submit proposals does not begin until the first day of the FLEX week of the regular semester following the off-contract period.
- M. Faculty proposals that are denied, or for which additional information is requested, may be re-submitted. The faculty may present additional information, either in person or in writing, at the next FPDC meeting.
- N. Professional development hours will be accounted for in the following rate:
 - i. 1:1 for participation in an approved workshop or activity
 - ii. 2:1 for the facilitator of a workshop or activity
- O. Professional development (FLEX) credit shall not be awarded if faculty receive any form of compensation from College of the Canyons for the activity.

XII. Guidelines for Specific Proposals – ~~forms for each of the specific~~ proposal forms ~~listed below~~ shall be available electronically via the current professional development management system.

A. Conference Attendance

- i. Proposals shall be submitted prior to the conference, or within 21 days after attendance.
- ii. ~~A copy of the conference agenda reflecting the day(s) and hours of the conference is required. Note: links to conference information are not sufficient. Each proposal must include:~~
 - ~~1. The name of the entity organizing the conference.~~
 - ~~2. A copy of the agenda of the conference reflecting the day(s) and hours of the conference. Note: links to conference information are not sufficient.~~
- iii. If a conference overlaps with classroom teaching time and/or office hours, the faculty should deduct the classroom teaching time and office hours (unless office hours are rescheduled) and claim the remainder of the time as FLEX credit.
- iv. The Conference proposal and report may be submitted together.

B. Independent Project

- i. Due to the amount of work involved for an independent project, it is strongly recommended that faculty wait for approval of the proposal prior ~~to~~ beginning the project.
- ii. Proposals must be received by the Monday following Spring Break to be considered for credit during the current academic year.
- iii. Proposal must include a ~~detailed~~ timeline of dates and hours ~~planned for project work. dedicated to working on the project.~~
- iv. ~~After completion, and at least one week prior to the last FPDC meeting of the current academic year,~~ Faculty must complete and submit an Independent Project report ~~upon~~ completion of the project and prior to the end of the fiscal year during which the project work is being completed.

C. Outreach

- i. Proposal should be submitted prior to the outreach, or within 21 days after the event.
- ii. Faculty must complete an Outreach Event Report within 21 days of the event.
- iii. The Outreach proposal and report may be submitted together.

D. Training by a Non-COC Provider

- i. Proposal should be submitted prior to the training, or within 21 days after attendance or completion.
- ii. Documentation of the hours must be submitted, such as an agenda or certificate of completion.
- iii. Non-COC provider training may include, ~~but is not limited to, webinars, @one courses, software training, equipment training or~~ any training ~~from a non-COC entity~~ that will result in professional growth.

E. Workshop

- i. Workshops are events that are presented at COC typically by COC employees.

ii. Proposal ~~should~~ must be submitted prior to the workshop.

~~iii. Attach to your proposal, any flyer you desire to have used in promotion of your workshop.~~

F. Mentor Programs

i. Mentor programs may include:

1. The ~~Employee Professional Development~~ Mentor Program is designed for COC employees (Administrators, Faculty, and Classified Staff) to learn from each other through one-on-one mentorships
2. Alliance Mentors lead an alliance and/or mentor students in the alliance
3. ASG Club Advisors guide student club activities and/or mentor students in the club

ii. All mentor program proposals should be submitted in advance of beginning the mentorship, or within 21 days after mentorship has begun.

iii. Proposal templates will include goals/outcomes of the mentorship and planned dates and times for proposed meetings.

iv. Faculty must complete and submit a report upon completion of the mentorship, or prior to the end of the current fiscal year, describing the professional growth achieved and whether goals/outcomes were met, along with detailed documentation of dates and times meetings occurred and what was accomplished/discussed at each meeting.

XIII. **Legal and Contractual Requirements and Guidelines Regarding Professional Development (FLEX)** – The following statutes, regulations, Board Policies, and contractual requirements guide FPDC’s work.

A. Title V 55724.a.4: The activities which college personnel will be engaged in during their designated staff, students, and instructional improvement days. Activities for college personnel may also include, but need not be limited to, the following:

- i. course instruction and evaluation;
- ii. staff development, in-service training and instructional improvement.
- iii. program and course curriculum or learning resource development and evaluation;
- iv. student personnel services;
- v. learning resource services;
- vi. related activities, such as student advising, guidance, orientation, matriculation services, and student, faculty, and staff diversity;
- vii. department or division meetings, conferences and workshops, and institutional research;
- viii. other duties as assigned by the district;
- ix. the necessary supporting activities for the above.

B. Education Code section 87153 states the authorized uses of professional development (FLEX) funds allocated shall include:

- i. Improvement of teaching.
- ii. Maintenance of current academic and technical knowledge and skills.
- iii. In-service training for vocational education and employment preparation programs.
- iv. Retraining to meet changing institutional needs.
- v. Intersegmental exchange programs.

- vi. Development of Innovations in Instructional and administrative techniques and program effectiveness.
 - vii. Compute and technological proficiency programs.
 - viii. Courses and training implementing affirmative action and upward mobility programs.
 - ix. Other activities determined to be related to educational and professional development pursuant to criteria established by the Board of Governors of the California Community Colleges, including, but not limited to, programs designed to develop self-esteem.
- C. College of the Canyons Board Policies Concerning Faculty Professional Development:
- i. BP 7215.B.1.f: Those areas in which the Board of Trustees will "rely primarily on" the advice and judgment of the Faculty Academic Senate include: The establishment of policies, procedures and programs for faculty professional development activities (excluding financial expenditures for faculty development).
 - ii. BP 7215.B.2.d: Areas specified by Title V {Subsection 53200 c.} as "Academic and Professional Matters" where the Board of Trustees and the Academic Senate obligate themselves {or their Trustees and the Academic Senate obligate themselves {or their designee(s)}} to reach mutual agreement, resulting in written resolution, regulations or policy include: Financial policies of faculty professional development activities.
- D. If a conference overlaps with classroom teaching time and/or office hours, the faculty can deduct the classroom teaching time and office hours (unless office hours are rescheduled) and claim the remainder of the time as FLEX credit.

Emeriti Faculty

FY 2020-2021					
	FIRST	LAST	Discipline	HIRE DATE	RETIREMENT DATE
1	Dr. Danielle	Butts	Counseling/Education	8/16/1999	12/31/2020
2	James	Anderson	Chemistry	8/22/1991	12/2/2020
3	Dr. Jane	Feuerhelm	Counseling/Education	8/17/1995	12/30/2020
4	Dr. Kathy	Flynn	Chemistry	1/4/1999	12/31/2020

College Planning Team

Mission Statement Discussion

November 16, 2020

Recommended Draft from November 16, 2020 CPT Meeting

College of the Canyons is a highly supportive institution that champions diversity, equity, inclusion, and global responsibility. The College enriches student lives through a holistic education that promotes access, fosters engagement, and furthers the success of all students with clear pathways to reach their goals.

FOR REFERENCE:

Current Mission Statement

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

Current Vision Statement

College of the Canyons is dedicated to being a leading two-year college, recognized locally, regionally, statewide and nationally for technical advancement, institutional effectiveness, student support, model academic and professional programs, excellence in teaching and learning, fostering a broad range of community partnerships, maximizing student access, and for the sense of community that we provide to our students and staff.

Current Philosophy Statement

We believe in the following values:

Teaching and Learning

We honor and reward high performance in teaching and learning.

Respect for All People

We foster a climate characterized by civility, collegiality and acceptance. We expect honesty, integrity, social responsibility and ethical behavior.

Partnership with Community

We create relationships providing the foundation of success for chosen current and future partnerships with local schools, colleges and universities, businesses, government, and social agencies. These partnerships advance the educational, intellectual, artistic, civic, cultural, and economic aspirations of our surrounding community.

Excellence

We set the highest standards for ourselves and support the professional development of faculty, staff and administrators.

Creativity and Innovation

We are an innovative and creative community college. We encourage members of the college community to be entrepreneurial, forward thinking, creative, persistent, spontaneous and welcome changes that will enhance the college's ability to fulfill its mission.