



College of the Canyons Academic Senate

October 7, 2021

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

Join Zoom Meeting

<https://canyonsonline.zoom.us/j/94982964798?pwd=eEc3MzVveERmVkZCenRvcGpQRWViQT09>

Meeting ID: 949 8296 4798

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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:
 - FA 21 Selection Committees (pg. 3)
 - Advisory Committee for Faculty at PDC (pg. 3)
 - Dr. Hernan Ramirez, Dreamers Together Taskforce Faculty Chair
 - Garrett Rieck, Rep for PPL, Academic Staffing Committee
5. Sub-Committee Summaries: none
6. Approval of the Consent Calendar

Academic Senate Summary, Sept. 23, 2021 (pg. 4-10)	Curriculum Committee Summary, September 30, 2021
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B. Reports

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

1. Faculty Professional Development Annual Committee Report, Teresa Ciardi
2. Academic Senate Presidents Report, David Andrus

C. Action Items

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

None

D. Discussion

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

1. Faculty Professional Development Committee (FPDC) Guidelines & Operating Procedures (pg. 11-19)
2. Embedded Tutors Report, Mojdeh Mahn & Erin Delaney
3. Academic Freedom Committee Conditional Report (Faculty Authored Textbooks), Chris Blakey (pg. 20)
 - a. Conditional Report (pg. 21- 24)
 - b. [AP 4030 Academic Freedom](#) (for reference only)
4. Academic Senate Legislative Endorsements, David Andrus (pg. 25-26)

E. Unfinished Business

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

1. AP 7121 (Minimum Qualifications and Equivalencies), Alisha Kaminsky
 - a. [CTE Faculty MQ Toolkit](#)
2. Election Committee Results/Certification

F. New Future Business

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

1. HyFlex Policy, David Andrus

G. Announcements

- Next Academic Senate Meeting Fall 2021: Oct. 21st, Nov. 4th, Dec. 2nd
- [ASCCC Fall 2021 Academic Academy – Virtual Event](#), Oct. 7th – Oct. 9th, 2021
- [ASCCC Fall Curriculum Regional Meeting- Virtual Event](#), October 18th OR Oct. 21st, 2021
- [ACCCC Area C Meeting Fall 2021-Virtual Event](#), Oct. 16, 2021
- [ASCCC Fall 2021 Plenary Session – Hybrid Event](#), Nov. 4th- Nov. 6th, 2021
- Call for Applications for 2022 Scholarly Presentation, deadline November 12, 2021
- [ASCCC Part-Time Faculty Institute-Virtual Event](#), Feb. 10th – 11th, 2022

H. Adjournment

Fall 2021 Selection Committee list

First Name	Last Name	FTF/Adjunct
Albert	Loaiza	FTF
Ali	Naddafpour	FTF
Anh	Nguyen	FTF
Charlie	Johnson	FTF
Christina	Chung	FTF
David	Thrasher	FTF
Erika	Torgeson	FTF
Gary	Quire	FTF
Heaven	Warner	FTF
Hernan	Ramirez	FTF
Holly	Hitt-Zuniga	FTF
Jason	Oliver	FTF
Jeremy	Patrick	FTF
Jonathan	Ng	FTF
Kerry	Brown	FTF
Lisa	Malley	FTF
Miriam	Golbert	FTF
Patricia	Garcia	FTF
Regina	Blasberg	FTF
Sarah	Etheridge	FTF
Tim	Baber	FTF

Advisory Committee for Instructor at PDC

First Name	Last Name	FTF/Adjunct
Anthony	Galvan	Adjunct Faculty
Garrett	Rieck	Full-Time Faculty
Kari	Meyers	Adjunct Faculty
Kelly	Spillman	Adjunct Faculty
Mary	Bates	Full-Time Faculty
Pamela	Williams-Paez	Full-Time Faculty
Patricia	Lara	Adjunct Faculty
Tara	Williams	Full-Time Faculty

Academic Senate Meeting Summary for September 23, 2021

Voting Members					
Senate President	David Andrus	X	Learning Resources Senator	Peter Hepburn	X
Vice President	Lisa Hooper	X	Personal & Professional Learning Senator	Garrett Rieck	X
Immediate Past President	Rebecca Eikey	A	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	Mike Harutunian	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	A
Kinesiology/Athletics Senator	VACANT	A	Adjunct Senator	Aaron Silverman	X
SBS Senator	<i>Lauren Rome proxy for Tammera Rice</i>	X	X= Present	A= Absent	
Business Senator	Gary Quire	X			

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

Guest							
Alisha Kaminsky	X	Dr. Kathy Bakhit	X	Jon Amador	X	Michael Monsour	X
Aivee Ortega	X	Dr. Edel Alonso	X	Kelly Burke	X	Siane Holland	X
Desiree Goetting	X	Hsiawen Hull	X	Larry Alvarez	X	Sonny Roquejo	X
Dr. Diane Fiero	X	Dr. Jasmine Ruys	X	Lisa Sawyer	X	Steve Erwin	X
Dianne Avery	X	Jennifer Smolos	X	Maya Succar	X		X

A. Routine Matters

1. Call to order: 3:04 pm
2. Public Comment: none
3. Approval of the Agenda

- I. Motion to approve the agenda by Aaron Silverman, seconded by Lisa Hooper. Yes, proxy vote for Tamera Rice by Lauren Rome. Unanimous. Approved.
4. Committee Appointments:

Academic Senate Sub-Committee List	FA 21 Selection Committees (pg. 3)
Collegial Committee List	Operational Committee List
ECON Dept. Chair, Boo Su	

7. Sub-Committee Summaries: none
8. Approval of the Consent Calendar
 - I. Motion to approve the consent calendar by Regina Blasberg, seconded by Peter Hepburn. Yes, proxy vote for Tamera Rice by Lauren Rome. Unanimous. Approved.

Academic Senate Summary, Sept. 9, 2021 (pg. 4-10)	Curriculum Committee Summary September 16, 2021
Curriculum Committee Summary, September 2, 2021	

B. Reports

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

1. Classified Senate Report, Michael Monsour
 - I. Michael was invited to present as it is important to hear from Classified Senate, its work, initiatives, functions and how various areas overlap with the Academic Senate. There are also many classified members who work closely with faculty through various collegial consultation committees. Michael shared a Classified Senate Presentation. There are currently close to 300 full-time and part-time classified staff members and it is important for the board to ensure there is equal representation across all areas. It is also important that classified members' experiences and perspectives are valued and shared through the various collegial consultation meetings. The Classified Senate also serves as a forum for people to report back and for others to hear of what is happening around campus. Classified Senate is part of the statewide 4CS which is the California Community College Classified Senate. The Classified Senate is working on developing their own 9 +1 which is similar to the Academic Senate 10 +1. These areas are being developed with input from the CPC to ensure the 9 +1 is not stepping on any areas relating to academics. The Classified Senate newsletter will be released soon and will include articles on accreditation and mental health during COVID. This newsletter will be shared campus wide and the previous edition is available on the website. A short segment of the last Classified Senate podcast episode was shared. The podcast was created as a way to allow members to engage during isolated times. Classified Senate has also developed the Classified Spotlight as a way to highlight the work of its members. There has also been much work done with the Canyons Cares project as part of the Guided Pathways movement. The Canyons Cares group handed out reusable water bottles for students during Welcome Week as a way to communicate to students that we are here for them. This week Canyons Cares is hosting a student panel with student athletes to give them an opportunity to share stories about barriers. An overview was shared outlining different ways that Classified and Academic Senate can work together. Some areas include interactions and engagements through reports, collegial consultation, shared interest in building a campus culture, reducing student barriers, a shared vision for what our college future will look like, institutional values, mission statement and anti-racism and sustainability practices.
2. Minimum Qualifications & Equivalencies (MQE) Committee, Alisha Kaminsky

- I. Special thanks to David Andrus and Aivee Ortega for taking time to answer many questions regarding MQE issues. Alisha is beginning her second year as a chair. The last update was done in May 2021. Last Spring 2021 the MQE committee began reviewing the local use of the functioning equivalency process from a diversity, equity and inclusion perspective. Executive Order 20-01 has charged MQE with the task of improving faculty diversity in hiring and reducing barriers to employment. The committee has been evaluating AP 7121 from the perspective of DEI. Collaboration has also taken place with HR to ensure that the policy on full-time faculty hiring process was in alignment with AB 7121. MQE has also been discussing for the past year the possibility of adding a 3rd equivalency option for the associate's degree. This option would broaden the opportunity for candidates without college coursework but who have extensive professional experience. This is for disciplines which do not require a master's degree. This is predominately for an Associate's Degree. MQE has also been discussing the possibility of adopting the state CTE Toolkit. This topic will be discussed later this meeting and the hope is to gather some ideas on how to move forward. The committee membership is currently full. The committee meets on the 3rd Monday of each month from 9am – 10am.
3. Academic Senate Presidents Report, David Andrus
 - I. Brown Act Updates: The CA Gov has signed into law AB 361. This replaces the executive orders which put some suspension and restrictions on the Brown Act. This has gone into effect immediately. This law will allow for the continuation of a remote environment where the agenda does not need to be published to include the addresses of those voting members that choose to teleconference in. This also eliminates the need to post the agenda in various locations or be limited in quorum counts as related to those teleconferencing in from outside the jurisdiction. This bill does include an end date of January 2024. This is not dispositive, meaning it is just a blanket term for this emergency legislation as long as the State of Emergency is still in place. Hypothetically, and for example, If the emergency order is lifted in fall 2022 the meetings would go back to a normal Brown Act environment. David also received an email from Eileen O'Hare from the District outlining their firms' legal statement regarding AB 361.
 - II. Technology Meeting Rooms: On Monday, David, Lisa and Marilyn met with Jim Temple and went to one of the rooms, BONH-310, that has been outfitted for Hybri/HyFlex committee meetings. The room has a very good set up, however it would not be functional for Senate meetings as the room is too small. As a reminder there are no distancing requirements but people are self-regulating. There was an attempt to identify another room that would be large and would accommodate more people however these rooms have been booked by Instruction to host classes for students. It would not be ideal to bump 26 students out of a classroom in a large lecture hall for the needs of the Senate. Dialogue will continue with Jim Temple in terms of room availability moving forward as the current rooms are not useful for Senate or Curriculum meetings. Lisa will discuss this topic with the Curriculum Committee at the next meeting.
 - III. Updated 3 Committee lists: List have been updated for three categorical areas of campus committees. There are still one or two people who are pending confirmation. There are some committees where committee structure is based on School or Division representation. There are other committees which have people serving who have a constituency representation. There are some faculty who are the only full-time member in their School/Division and are asked by default to serve on multiple committees. There was a question regarding if Adjuncts are allowed to serve in their place? David will determine if this is possible. There was a recommendation made to have School/Division Senators go back to their School meetings and make an announcement regarding a few vacancies.

1. **Academic Staffing** has three vacancies in PPL, VPA and Humanities.
 2. **Program Review** has vacancies and needs a Student Services, Adjunct member and Applied Tech.
 3. **Program Viability** has vacancies and needs Adjunct Rep and a Transfer discipline rep.
 4. **CPT** needs representation from Applied Tech, KINES/Athletics and Student Services.
 5. **Web Committee** need one more faculty rep.
 6. **Instructional Resources Committee (formerly Bookstore committee)** has vacancies and needs representation from VAPA and Applied Tech. As a reminder this committee is currently chaired by Victoria Leonard. Victoria and some of her colleagues will make a presentation to Senate soon. There has been some conversation about how to repurpose this committee.
- IV. Announcements Section of the Agenda: There was a reminder that it is Hispanic Heritage month. There are many different celebrations and academic events taking place for different Academic Departments and disciplines. There is the possibility of adding a page to the Academic Senate website where academic announcements can be posted. This will allow for greater visibility to colleagues and allow the Senate to support our colleagues.
- V. CA Guided Pathways 25 Consortium: The College has been part of this workgroup for several years. There were 22 colleges originally and there are now 43 in this workgroup. This workgroup discusses the best way to implement Guided Pathways. A few years ago, there was a discussion about having the College renew its membership for 2 more years and invest \$20,000 to become involved. At that time the former Guided Pathways liaison stated there was a value in doing so and the Senate was in support of this. Moving forward will require the Chancellor's signature as well as the Senate President's signature. The deadline for the signature was September 18, 2021. There was a discussion as the Guided Pathways Steering Committee about whether or not to continue membership to this group for another 3 years. The cost would be \$30,000 and there was a question regarding if the College needs to continue to work with CCC colleagues to have GP success? However, Liz Shaker who is the Guided Pathways Liaison confirmed at a recent GP Steering Committee meeting that it was her opinion for the College to continue participating with this program. The Chancellor and David agreed that the college should continue and David intends to sign the form and commit our involvement from a Senate standpoint. The Chancellor felt it would be best to commit to 1 year (\$10,000) instead and pay for one year only, and then reassess. The concern was that if this document was brought back to the Senate the deadline would have passed. David felt confident moving forward with this commitment to support Liz Shaker and Garrett Rieck who both commit countless hours toward this workgroup and GP. His decision was in support of them. The caveat was for more Classified Senate and Classified members to be involved and to build more structure for Classified into the GP process. This was supported by the Chancellor.

C. Action Items

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

1. Discipline Assignments for new full-time faculty hired 8/13/2021

Hilary Skoch, Nursing (pg. 11-12)	Tiffany "Viyakan" Diaz, Nursing (pg. 13-14)
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- I. Motion to adopt these discipline assignments by Aaron Silverman, seconded by Marco Llaguno. Unanimous. Yes, proxy vote for Tammara Rice by Lauren Rome. Approved.
2. BP/AP 5700 (Athletics), Gary Collis

- II. BP 5700 (pg. 15)
- III. AP 5700 (pg. 16)
- IV. There was no follow up information regarding this policy. Motion to adopt BP/AP 5700 by Erica Seubert, seconded by Mike Harutunian. Yes, proxy vote for Tammera Rice by Lauren Rome. Unanimous. Approved.
- 3. BP/AP 5110 (Counseling), Gary Collis
 - I. BP 5110 (pg. 17)
 - II. AP 5110 (pg. 18-19)
 - III. COC's Existing BP 510 (Counseling) (pg. 20)
 - IV. There was no follow up information regarding this policy. Motion to adopt BP/AP 5100 Garrett Hooper, seconded by Gary Quire. Yes, proxy vote for Tammera Rice by Lauren Rome. Unanimous. Approved.
- 4. BP/AP 4050 (Articulation), Gary Collis
 - I. BP 4050 (pg. 21)
 - II. AP 4050 (pg. 22-23)
 - III. There was no follow up information regarding this policy. Motion to adopt BP/AP 4050 Regina Blasberg, seconded by Ambika Silva. Yes, proxy vote for Tammera Rice by Lauren Rome. Unanimous. Approved.
- 5. BP/AP 4070 (Course Auditing and Auditing Fees), Gary Collis
 - I. BP 4070 (pg. 24)
 - II. AP 4070 (pg. 25)
 - III. There was no follow up information regarding this policy. Motion to adopt BP/AP 4070 Gary Quire, seconded by Regina Blasberg. Yes, proxy vote for Tammera Rice by Lauren Rome. Unanimous. Approved.

D. Discussion

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

- 2. AP 7121 (Minimum Qualifications and Equivalencies), Alisha Kaminsky (pg. 26-38)
 - I. [CTE Faculty MQ Toolkit](#), Alisha Kaminsky
 - II. [AP 7121 MQ&E](#): This policy is incorporating as a proposal the Faculty CTE Toolkit. This has been in the works for over a year. If the CTE Toolkit is adopted by the Senate then it will go to Policy Committee for final amendments. If this is not adopted then it will also go the Policy Committee to continue to be worked on. Option #3 that is being proposed in the AP is contingent upon adoption of the Toolkit by the Senate. As a reminder there are 3 discipline levels. This discussion is not covering a Master's or Bachelor's degree but a select group of discipline that are predominately in CTE. The category in question normally calls for an Associate's degree with 6 years of work experience. If there is a specific discipline this usually requires a Masters degree. There was a proposed edit by HR to AP 7121 to add language relating to host workshops which can help promote to the community how a candidate can apply for a position. The workshop could cover who might qualify to teach with 30 years of industry experience. There was also the idea of having a CTE Toolkit Coach, however, HR cannot assist with this and this would fall to the faculty member. This is also similar to Credit by Exam or Credit for Prior Learning. This is also designed to address individuals who have gone through an entire apprenticeship or military training program as these programs are not equivalent to college credit. If a profession does require a college degree it makes it difficult for faculty who can teach in those disciplines and meet the MQ's.
 - III. [CCCO Executive Order \(EO 20-01\)](#): This EO has pushed the committee to discuss in more detail if there are obstacles or barriers for diverse students. Are there qualified instructors who mirror their students and their experiences?

- IV. MQ Toolkit: (CTE Toolkit) This toolkit was created by both the ASCCC Statewide Senate and the State Chancellor's office. Both Dr. Rebecca Eikey (Previous Academic Senate President) and Aivee Ortega (previous MQE Committee Chair) were part of the workgroup at the statewide level. The group developed a guide as a toolkit which intends to help create a deep diversity of a qualified pool of industry expert candidates for CE programs. This toolkit was then handed to local CCC's and a group was formed and hosted at Moorpark College. The group was put into smaller groups to pretend to be a particular discipline and fill out the evidence/documentation portion. The goal for the group was to come up with some ideas so that when an HR representative gets an applicant, who is using an equivalency, there is some sort of guide. An example of the discipline of Aviation was shared along with three examples of how someone may meet the requirement for Natural Sciences. The faculty member reached out to an industry expert in Construction and together added some general evidence to help guide COC's HR department.
- V. Implementation of the CTE Toolkit: The CTE Toolkit has not been adopted by any particular CCC. As of May of 2021, Dr. Rian Medline reached out to other local CCC's as she is on the MQE Committee and confirmed the majority of CCC's are not using this toolkit. It is not clear if this is a bandwidth or implementation issue. There are many logistical issues for implementation. Some of the challenges are with filling out the rubric and applying the equivalency of academic standards to work experience. Again, this task cannot fall to HR. This would need to be a task for faculty. The suggestion has been to have CTE faculty fill out the rubrics and have this ready for HR to use as a template. As a clarification the term "equivalency" is being used to determine the amount of work over a lifetime and not as a degree. Another major challenge is with maintaining integrity of the process as it will be extremely subjective if people are coached to fill out rubrics. There is a major concern with having faculty teach college courses who have not gone to college. Another major concern is with being early adopters of any new program.
- VI. NEW Option #3: There are currently two equivalency options. If someone already has an associate's degree or a bachelor's degree and they also have 6 years of experience they could apply to teach a CTE discipline course. If they don't CTE does not accept equivalencies.
1. Option #1 is for those who went to college and have at least 60 units.
 2. Option #2 is that they have 40 units of college course work and particular work experience.
 3. Option #3 allows to replace the general education that someone would have received and instead uses the CTE Toolkit plus the extensive professional experience. If someone applies for a teaching position they would need to show evidence and documentation. Will additional evidence, artifacts or documentation be collected beyond what is self-reported? It was clarified that not everything that is listed in a resume is confirmed. It is just a matter of being accepted as something an applicant is representing. Is there a measure of time necessary for qualifying using the Toolkit as related to time requirements for degrees? Hours would not be the determining factor as an applicant will not be issued college credit. It was clarified by Dr. Fiero that dates are confirmed based on the application as resumes can be vague. HR will count up months and verify dates of employment.
- VII. DEI: Is there evidence that implementing Option #3/CTE Toolkit would help to promote more diverse faculty? Could the absence of clear guidelines create issues from a DEI perspective? There was a suggestion to allow flexibility when maintaining academic standards.
- VIII. This item will return either as a discussion or action item. The suggestion is to have Senators discuss this topic with their colleagues at their School and Division meetings and collect feedback.

3. Self-Service Update Discussion, Dr. Jasmine Ruys & David Andrus (pg. 39)

- I. There was a discussion during spring, 2021 regarding having a presentation on the “Self-Service” Enrollment Agreement prior to its roll out. However, this was not done due to the inability to implement this feature in a timely manner. It is recommended to have better communication and advance notice regarding training for new software. This item was brought back to allow an opportunity for more questions and discussion. There was a clarification that in order for add authorizations to be active, the waitlist had to be shut down as students lost their access to be on the waitlist. This may be what has prompted many students to email multiple instructors. Steve Erwin and Dr. Jasmin Ruys are working towards having students sit on waitlists in Self-Service once the term begins. Lisa Sawyer is the new Executive Director for Enterprise Applications. It was clarified that when an instructor add-authorizes a student it will appear in their Self-Service My Canyons account. It is also recommended to have faculty message students that they the students have been authorized and to proceed with registration. Students are also getting confused and think that by adding a course to a calendar or wish lists that this means they are enrolled. Some of the language will be changed so it is clearer. There was a request to reinstall the PDF print rosters function. ASG is very interested in improving this process based on student feedback. There have been some courses that were not available on the COC MAP app. It is important to make all courses accessible that are built on the MAP. There was a suggestion to schedule some FLEX workshops on MAP to help people understand this system. Another suggestion was to schedule a presentation/update at a future Academic Senate meeting, perhaps at the end of the semester.

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. Announcements

- Next Academic Senate Meeting Fall 2021: Oct. 7th, Oct. 21st, Nov. 4th, Dec. 2nd
- [ASCCC Fall 2021 Academic Academy – Virtual Event](#), Oct. 7th – Oct. 9th, 2021.
- [ASCCC Fall 2021 Plenary Session – Hybrid](#), Nov. 4th- Nov. 6th.
- ACCCC Area C Meeting –*TBD*

H. Adjournment: 4:55 pm

College of the Canyons

Faculty Professional Development Committee (FPDC)

Guidelines and Operating Procedures, Effective 12/03/2020 (Draft edits on page 2, May 2021)

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 well-being 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. ~~FPDC evaluates and updates guidelines and operating procedures as needed and submits 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 resign from the FPDC at any time.
- B. ~~Appointed representatives will be voting members of the Faculty Professional Development Committee. 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~~
 - a. School of Applied Technologies
 - b. School of Business
 - c. School of Health Professions & Public Safety
 - d. School of Humanities
 - e. School of Kinesiology/Physical Education
 - f. School of Learning Resources
 - g. School of Mathematics, Science, & Engineering
 - h. School of Social & Behavioral Sciences
 - i. School of Student Services
 - j. School of Visual & Performing Arts

- k. 2 full-time faculty at large representatives
 - l. 2 adjunct faculty at large representatives
 - m. 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 and decisions are made by majority vote.
- 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, and they may vote if designated as ~~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 all 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 **and committee work.**
 - iv. Maintain minutes
- C. Recruit committee members as needed
- ~~D. Provide a summary of the minutes to Academic Senate~~
- ~~E. Determine division of labor for review of proposals and reports~~
- F. ~~May~~ Evaluate proposals and reports **during off-contract periods between the last FPDC meeting of the semester and June 30**, independent of regular members.
- G. 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:
 - ◆ 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. Faculty may fulfill their 41 hours of professional development obligation with any committee approved activity.
- E. Workshops and activities that have been consistently approved by FPDC will be ~~placed upon~~ **included on** 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
 - iii. With supporting documentation for the hours proposed
 - 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.~~
- H. 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).
- I. 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.
- J. 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.
- K. Professional development hours will be ~~counted~~ ~~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
- L. 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~~ —~~proposal forms shall be available electronically via the current professional development management system.~~

- A. ~~The proposal form will be available on the current professional development management system.~~
- B. ~~Proposals should be submitted in advance of the activity and must be submitted within 21 days of completion of the activity.~~
- C. ~~Conferences require uploading the conference agenda reflecting the day(s) and hours of the conference. Links to conference information will not suffice. 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. A report on travel will be required.~~

- D. Independent project proposals must be received by the Monday following Spring Break to be considered for credit during the current academic year. A detailed timeline of dates and hours planned for project work is required. Faculty must complete and submit a report which includes a reflection on professional growth and any products that resulted, upon completion of the project and prior to the end of the fiscal year during which the project work is being completed.
- E. Outreach that results in professional growth will require both a proposal and a report which includes a reflection on professional growth and any products that resulted.
- F. Training by Non-COC Providers requires the same documentation as conferences.
- G. Workshops are events that are presented or hosted at COC.
- H. Mentorships require goals and must document hours spent working toward those goals. Complete all elements of the “Mentorship Template for FLEX” which is available on the Professional Development website and the Alliances website. Mentorships may include:
 - 1. The Professional Development Mentor Program which is designed for COC employees (Administrators, Faculty, and Classified Staff) to learn from each other through one-on-one mentorships.
 - 2. Alliance Mentors who lead an alliance and/or mentor students in the alliance. Any faculty who attends an Alliance meeting or event is eligible for FLEX credit.
 - 3. ASG Club Advisors who guide student club activities and/or mentor students in the club.
 - 4. ISP Mentorship of potential international students and/or international students taking classes at COC, and ISP Mentorships with faculty abroad.

~~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.~~
- ~~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.~~
- ~~iv. 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 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 must be submitted prior to the workshop.~~

~~F. Mentor Programs~~

- ~~i. Mentor programs may include:

 - ~~1. The Professional Development Mentor Program which is designed for COC employees (Administrators, Faculty, and Classified Staff) to learn from each other through one-on-one mentorships~~
 - ~~2. Alliance Mentors who lead an alliance and/or mentor students in the alliance~~
 - ~~3. ASG Club Advisors who guide student club activities and/or mentor students in the club~~
 - ~~4. ISP Mentorship of potential international students~~~~
- ~~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. Is it necessary to include this language in FPDC guidelines and operating procedures?

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.

ACADEMIC SENATE DISCUSSION ITEM

DISCUSSION ITEM TOPIC:

Academic Freedom Report: Faculty Authored Textbooks

ISSUE/ITEM BACKGROUND:

During the 2020/21 academic year the President of the Academic Senate was contacted by a faculty member regarding an issue regarding a faculty authored textbook. There was concern and some alarm regarding the price of the textbook that was thought to be a required text for the semester course. There seemed to be different price points depending on where students obtained copies of the book. It was also suggested there was more than one textbook to select for course required reading. Regardless of those particular details, the price of this faculty authored textbook raised questions concerning academic freedom as well as best practices for such circumstances. With OER and DEI frameworks currently in place throughout the College, this issue was viewed through multiple lenses.

Consequently, the President of the Academic Senate submitted a request to the Academic Freedom Committee (AFC), a subcommittee of the Academic Senate, to conduct research on this matter and produce a report to inform the Academic Senate and to provide a foundation for faculty to rely on for uniform principles of interpretation. The request was for a report on the principles of academic freedom related to this matter, not a request for an investigation or resolution of the particular matter that triggered interest in this issue. The personal details of the original incident were not revealed to the AFC. The request for the report was for a general finding of academic freedom interpretation regarding faculty authored textbooks.

ISSUE/ITEM TO BE DISCUSSED:

This is a discussion item. No action will be taken on this matter at this meeting. However, among other options, are the possibilities of the Academic Senate formally adopting this report at a future meeting. Doing so would be a formal endorsement of the AFC report as our professional standard and interpretation. If adopted by the Senate, the “conditional report” would then be considered a “final report”, per the provisions of Administrative Procedure 4030. There could also be a future resolution to “resolve” the commitment of the Academic Senate to best practices for faculty authored textbooks.

**Committee on Academic Freedom
Conditional Report:**

**Academic Freedom & Faculty Authored
Textbooks**

May 7, 2021

Chris Blakey
Chair

Tricia George
Member

Karyl Kicenski
Member

Lauren Rome
Member

Prepared for College of the Canyons Academic Senate

Case: Does academic freedom allow for faculty members to require students to purchase their own authored textbooks?

I. Academic Freedom: It is not a violation of academic freedom for faculty members to require students to purchase their own authored textbooks.

A. Faculty members have the right, protected under the principles of academic freedom, to determine what textbook(s) to use in their own courses. This right may, in certain instances, need to be coordinated with other instructors or courses (in the cases of multiple sections of the same course, or sequenced course offerings, respectively). But ultimately, faculty members may decide what materials they will use for their courses.¹

B. The American Association of University Professors (AAUP) similarly states: "Although instructors are ethically obligated to follow approved curricular guidelines, 'freedom to teach' affords instructors wide latitude to decide how to approach a subject, how best to present and explore the material, and so forth."² This right extends to their assigning commercially published textbooks they have authored themselves, including reasonable royalties accrued. Indeed, if a faculty member is an acknowledged expert in their field, assigning self-authored textbooks is both ideal and desired.

C. "Professors have long assigned to their students works of which they were the author. The practice ranges from assigning commercially published textbooks they have written to having students buy a volume they have written and published or course packs made up of their own materials they have photocopied. Not only individual professors, but also academic departments and programs, sometimes prepare instructional materials, such as laboratory manuals, that are sold to students. Some professors place their works on electronic reserve, making them freely available to students. None of these practices is by itself cause for concern..."³

II. Challenges/Concerns/Qualifications: Because, however, students in a college class are a "captive audience," forced to purchase textbooks assigned by the instructor in order to achieve a satisfactory mark, and students as well may not be able to either borrow or share such textbooks, it is necessary to consider a number of concerns/qualifications.

A. According to the AAUP, those concerns include "...*quality, cost, availability [of the textbook assigned], and the need for coordination with other instructors or courses.*"⁴

B. An additional concern may be when professors appear to be taking advantage of their own academic freedom for *personal gain* at the expense of students by assigning a book they wrote, even if that is not their intent.

¹ "The Freedom to Teach," *AAUP, Policy Documents and Reports*, 11th ed. (Baltimore: Johns Hopkins University Press: 2015, 28).

² "Freedom in the Classroom," *Reports and Publications: AAUP*, (June, 2007).

<<https://www.aaup.org/report/freedom-classroom>>. Indeed, "[a]cademic freedom gives faculty members substantial latitude in deciding how to teach the courses for which they are responsible." Nelson, Cary. "Defining Academic Freedom," *Inside Higher Ed* (Dec. 10, 2010).

<<https://www.insidehighered.com/views/2010/12/21/defining-academic-freedom>>

³ "On Professors Assigning Their Own Textbooks to Students," *AAUP Committee on Professional Ethics*. (Nov, 2004). <<https://www.aaup.org/report/professors-assigning-their-own-texts-students>>

⁴ Ibid (emphasis is the committee's)

C. One final set of concerns includes the *unique role of the community college* in the state of California.

1. The California community college (CCC) system was built to democratize higher education, to ensure that all students have equal and equitable opportunities to take full advantage of a quality education. Education outcomes ought to be the result of students' abilities, will and effort, rather than their personal circumstances.

a. Therefore, CCCs function to ameliorate "opportunity gaps."⁵

2. Three concerns may animate the role of a community college in relationship to the academic freedom of an instructor.

a. CCCs emphasize access for students. Access refers to "the ways in which educational institutions and policies ensure—or at least strive to ensure—that students have equal and equitable opportunities to take full advantage of their education. Increasing access generally requires schools to provide additional services or remove any actual or potential barriers that might prevent some students from equitable participation in certain courses or academic programs."⁶

b. CCCs emphasize fairness for students. Fairness refers to the goal of removing obstacles to the full development of talent that stem from economic and social circumstances over which individual students have no control. If students' achievements are more likely to result from their abilities and factors that students themselves can influence, such as their will or effort, educational systems are fairer. Such systems are less fair the more they are conditioned by contextual characteristics or "circumstances" that students cannot influence.⁷

c. CCCs emphasize inclusion for students. Inclusion refers to the objective of ensuring that all students, particularly those from disadvantaged backgrounds or traditionally marginalized groups, have access to high-quality education and reach a baseline level of skills.⁸

III. **Potential Recommendations:** If in fact course materials written by an instructor are assigned in the instructor's class, the following recommendations may mitigate concerns highlighted above.⁹

A. Course materials may be made available by the instructor digitally.

B. Any royalties earned in a given semester by the faculty member assigning the materials

⁵ This term refers to the ways in which race, ethnicity, socioeconomic status, English proficiency, community wealth, familial situations, or other factors contribute to or perpetuate lower educational aspirations, achievement, and attainment for certain groups of students. (*LSU Libraries: Diversity, Equity, & Inclusion (DEI) Resources*. <https://guides.lib.lsu.edu/c.php?g=1052777&p=7644571>)

⁶ *ibid*

⁷ For example, gender, race or ethnicity, socio-economic status, immigrant background, family structure or place of residence. PISA 2015 Results (Volume I): Excellence and Equity in Education © OECD 2016

⁸ *Ibid*

⁹ "On Professors Assigning Their Own Textbooks to Students," *AAUP Committee on Professional Ethics*. (Nov, 2004). <https://www.aaup.org/report/professors-assigning-their-own-texts-students> See also, "Faculty Assigning Their Own Textbooks: New CUNY Policy Resolves Conflicts," *University Faculty Senate, CUNY* (August 2016). <https://www1.cuny.edu/sites/cunyufs/2016/08/14/facultyassigningtheirown textbooks thenewcunypolicyresolvesconflicts/>

may be donated back to the college in a manner deemed appropriate (For example scholarship or library fund).

- C. Course materials may be made available through the library reserves, ideally, in multiple copies.

ACADEMIC SENATE DISCUSSION ITEM

DISCUSSION ITEM TOPIC:

Academic Senate Legislative Endorsements/Positions

ISSUE/ITEM BACKGROUND:

The Academic Senate is sometimes asked to formally endorse pending legislation from State, Federal or other governmental bodies. In recent weeks such a request was forwarded to the Academic Senate President for consideration of being placed on a meeting agenda. Endorsements of pending legislation can be, at times, fraught with unintended legislative and political consequences. This fact alone should not inhibit the Academic Senate from taking a formal position on such matters, but it should be acknowledged. It should also be noted, the Academic Senate could be asked to take formal action against pending legislation.

Legislation that is directly related to the 10+1 subject matter jurisdiction of the Academic Senate is much easier to advance as a discussion topic and eventual action item to be adopted for endorsement. However, pending legislation that is remotely, or tangentially related to the Academic Senate's jurisdiction (regardless of how much universal support the item has) is a more difficult scenario to determine. Nothing in California Education Code, Title 5 regulations, the Academic Senate's Constitution or Bylaws suggests the Academic Senate cannot go beyond its 10+1 parameters to give voice to larger systemic or social matters. To do so would purely be a matter and decision for how we as a deliberative body define our customary practices in this and other professional areas. Regardless of context, formal endorsement of legislation sets precedent, an important factor to consider.

Given these considerations, establishing criteria might be necessary to assist the Academic Senate President in making a determination whether such requests warrant placement on an agenda. Considering any legislative endorsement without an objective basis for doing so could result in a proliferation of similar requests. And without establishing objective parameters of rationale, the Academic Senate would lack an ability to defend charges of inequitable subjective decision making.

ISSUE/ITEM TO BE DISCUSSED:

Should the Academic Senate adopt criteria and a process to be used by the Academic Senate President to determine when pending legislation warrants placement on an agenda for endorsement by the Academic Senate?

Possible Criteria for a Determination Process

1. Is the legislation directly related to the 10+1?
2. If not directly related to the 10+1, how might the legislation relate in a manner warranting such consideration of endorsement?
3. How important is the endorsement to the success of the legislation's passage or defeat?
4. Have other COC constituent groups taken formal positions on the legislation?
5. Will an endorsement or formal position adversely or positively impact the professional influence of the Academic Senate?
6. Have relevant and related discipline faculty been consulted for advisory input and endorsement?
7. Has the California Legislative Analyst's Office (LAO) or United States Congressional Budget Office (CBO) developed analyses regarding legislative impact?
8. If placed on an agenda for consideration of endorsement, should a 2/3 supermajority be required for adoption?