



College of the Canyons Academic Senate

April 1, 2021

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

Join Zoom Meeting

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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.*

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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:
 - Aivee Ortega, Hiring Committee
 - Accreditation Committees (pg. 3)
5. Sub-Committee Summaries: none
6. Approval of the Consent Calendar

Academic Senate Summary, March. 18, 2021 (pg. 4-11)	Curriculum Committee Summary, March 25, 2020
Program Viability Committee Summary, March 4, 2021 (pg. 12-14)	

B. Reports

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

1. Honors Annual Committee Report, Miriam Golbert
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. Curriculum Cultural Competency Checklist Implementation & Use, Katie Coleman, David Andrus & Lisa Hooper (pg. 15)
2. BP 4060 Delineation of Functions Agreement, Gary Collis (pg. 16)
3. Summer/Fall 2021 Online Instructor Certification Determination, David Andrus (pg. 17-18)
4. BP/AP 4040 Library Services, Gary Collis
 - a. BP 4040 (pg. 19)
 - b. AP 4040 (pg. 20-21)
5. BP 4041 The Learning Center, Gary Collis (pg. 22)

D. Discussion

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

1. AP/BP 7210A Academic Employees, Gary Collis (pg. 23-34)
2. Add Code Enrollment Procedures, David Andrus (pg. 35-36)
3. BP/AP 4232 Digital Credentials, Gary Collis
 - a. BP 4232 (pg. 37)
 - b. AP 4232 (pg. 38-40)

E. Unfinished Business

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

1. BP/AP 5010 Dual/Concurrent Enrollment

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. Police Reform Resolution

G. Announcements

- Next Academic Senate Meetings Spring 2021: April 22, May 6 & May 20
- [ASCCC Spring 2021 Plenary Session, April 15- April 17, 2021, Virtual Event](#)
- [2021 Career Noncredit Education Institute, April 30-May 2, 2021, Virtual Event](#)
- [ASCCC 2021 Curriculum Institute, July 7- July 9, 2021, Virtual Event](#)

H. Adjournment

Spring 2021 Accreditation Committee Appointments

First Name	Last Name	FTF/Adjunct	Standard Group
Albert	Loaiza	FTF	IIC
Alisha	Kaminsky	FTF	IVA/IVB/IVC
Ambika	Silva	FTF	IVA/IVB/IVC
Christina	Chung	FTF	IIIA
Diane	Sionko	FTF	IIIC
Erika	Torgeson	FTF	IVA/IVB/IVC <i>(standard group may change)</i>
Garrett	Rieck	FTF	IIA
Gary	Peterson	FTF	IVA/IVB/IVC
Jeannie	Chari	FTF	IIIB
Juan	Buriel	FTF	IVA/IVB/IVC
Lori Marie	Rios	FTF	IVA/IVB/IVC
Pamela	Williams-Paez	FTF	IIIA
Patty	Robinson	FTF	IVA/IVB/IVC
Regina	Blasberg	FTF	IIA
Teresa	Ciardi	FTF	IVA/IVB/IVC

Academic Senate Summary for March 18, 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	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	<i>Gary Collis proxy for Rebecca Shepherd</i>	X
MSHP Senator	Shane Ramey	X	At Large Senator	Mary Corbett (via phone)	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	A	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. Paul Wickline	X
Marilyn Jimenez	X	Nicole Faudree (COCFA President)	X
Dan Portillo (Warren Heaton AFT Rep)	A	ASG Student Representative (David Gonzales)	A

Guest							
Andrew Jones-Cathcart	X	Dr. Diane Fiero	X	Jason Oliver	X	Kevin Anthony	X
Dr. Ann Hamilton	X	Dilek Sanver-Wang	X	Jennifer Smolos	X	Larry Alvarez	X
Bianca Philippi	X	Dr. Shane Ramey	X	Joy Shoemate	X	Maral Markarian	X
Chad Peters	X	Dustin Silva	X	Julie Johnson	X	Michelle LaBrie	X
Charles Johnson	X	Dr. Edel Alonso	X	Katie Coleman	X	Dr. Miriam Golbert	X
Collette Gibson	X	Gary Sornborger	X	Kelly Burke	X	Pamela Williams-Paez	X
Daylene Meuschke	X	James Glapa-Grossklag	X	Kelly Cude	X	Robert Wonser	X
Desiree Goetting	X						

A. Routine Matters

1. Call to order: 3:05pm
2. Public Comment: none
3. Approval of the Agenda:
 - Motion to approve the agenda by Garrett Rieck, seconded by Gary Quire. Yes, Verbal Vote for Mary Corbett, Yes, *Proxy Vote from Gary Collis for Rebecca Shepherd*. Votes collected via participation window. Unanimous. Approved.
4. Committee Appointments: none
5. Sub-Committee Summaries: none
6. Approval of the Consent Calendar
 - Motion to approve the consent calendar by Garrett Rieck, seconded by Lisa Hooper. Yes, Verbal Vote for Mary Corbett, Yes, *Proxy Vote from Gary Collis for Rebecca Shepherd*. Votes collected via participation window. Unanimous. Approved.

Academic Senate Summary, March 4, 2021 (pg. 3-10)	Curriculum Committee Summary, March 11, 2021
Program Viability Committee Recommendations: <ol style="list-style-type: none"> a) Public Health AST (New Program Proposal) (pg. 11-12) b) Technical Theater (New Program Proposal) (pg. 13-14) 	

B. Reports

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

1. [CETL Committee Annual Video Report](#) & CETL Committee Update, Julie Johnson & Robert Wonser (pg. 15)
 - Major updates were discussed such as the introduction to Online Instruction which is known as IOI. From the spring of 2020 to winter of 2021 CETL has offered 14 different sections of the IOI program. More than 320 faculty were enrolled with a completion rate of 87%. CETL is very proud to be able to help the college train faculty to teach online quickly. CETL has moved toward non-credit for its instructional delivery. There is a need to transition the courses being offered for a more sustainable funding model but also necessary to expand to other faculty. This includes expanding to the larger educational community in the SCV such as the K-12 system. CETL met with the Curriculum Committee and had its first certificate approved. This includes 6 courses on teaching strategies such as, Introduction to Online Instruction, Culturally Responsive Teaching, Critical Thinking, Reading Strategies and Assessment Strategies. Special thanks to Lisa Hooper, Garrett Rieck, Patrick Bakes and Dr. Paul Wickline. These training courses may be offered in the summer. The Skilled Teacher Certificate Program is also moving forward and CETL is in the 2nd semester of 2020-2021. The cohort includes more than 25 faculty colleagues this year. This is a 54-hour certificate online program. New Faculty Orientations (NFO) have been hosted virtually with 4 new faculty. There are many people brought in from the campus community for support. Synergy with Kelly Cude has been also moving forward. The Culturally Responsive Teaching Course is underway with about 10 students. This program is taught by both Robert Wonser and Katie Coleman. The Skills Teacher training is ongoing for the full academic year. The website is being updated and maintained. There is an interest form that people can fill out and a calendar of classes. CETL has participated in the Convocation Planning and Implementation for both spring and fall 2020. There have also been different trainings offered through FLEX/Zoom. CETL is continuing its collaboration with Online Ed. There has been some collaboration with the new instructional designer

Helen Graves who is providing great insight regarding course design that can be integrated into the pedagogical trainings.

2. Academic Senate Presidents Report, David Andrus

- David will soon be putting together and sending out the Academic Senate Survey.

C. Action Items

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

1. Part-Time Faculty MQE for Spring 2021 (pg. 16-22)

- a) Motion to adopt the Part-Time Faculty MQE for spring 2021 list by Aaron Silverman, seconded by Jennifer Paris. Yes, Verbal Vote for Mary Corbett, Yes, *Proxy Vote from Gary Collis for Rebecca Shepherd*. Votes collected via participation window. Unanimous. Approved.

2. ISA MQ list for Spring 2021 (pg. 23)

- a) Motion to approve the ISA MQ list for Spring 2021 by Erica Seubert, seconded by Regina Blasberg. Yes, Verbal Vote for Mary Corbett, Yes, *Proxy Vote from Gary Collis for Rebecca Shepherd*. Votes collected via participation window. Unanimous. Approved.

3. Mission Statement, Lisa Hooper (pg. 24)

- a) A recommendation was made to add **transfer preparation** as part of the holistic education list of goals. As there is already mention of associates degree, certificate credential and attainment and work force skills, this may not have been added as a result of the proposed legislation that would require students to automatically be placed into associate degrees for transfer courses, unless the student decided to opt out. In regards to the term “holistic” it is not a term that is normally seen outside of healthcare. The intent for this term was included with the idea that there are many things that students touch at an institution of higher education that don’t necessarily translate onto a transcript. For example, all of the services that a student has access to through their experience here could help to serve their academic goals. Credentials are offered through some external standard bearers. Many do not think of the curriculum as providing credentialing but in Career Education it’s a fairly standard practice. The idea was also to condense the language and try and incorporate every group. Typically, with Mission Statements the idea is to be broad so long as all areas of the college are being encompassed.
- b) In the next 5-7 years, starting from 2022 (which will be the next accreditation cycle) there will be more emphasis on baccalaureate degree attainment, more workforce development with credential, certification and immediate job employability. The ACC standard is very specific in outlining that there are four component that must be maintained with the mission statements, those include types of degrees and other credentials, commitment of student learning and student achievement.
- c) The suggestion is to amend part of the proposed mission statement as follows: “to earn associate degrees and certificate credentials, **to prepare for transfer** and to attain workforce skills.”
- d) Motion to adopt the Mission Statement with the revised language by Tammera Rice, seconded by Garrett Rieck. Yes, Verbal Vote for Mary Corbett, Yes, *Proxy Vote from Gary Collis for Rebecca Shepherd*. One abstention from Rebecca Eikey. Votes collected via participation window. Approved.

4. Anti-Racism (Call to Action) Resolution, David Andrus (pg. 25)

- a) This resolution item did not generate much discussion at the last meeting. This may communicate that the institution and the Senate need to learn how to have these types of discussions. There are some people who may not feel comfortable speaking up for fear of how they may be perceived. David convened an ad- hoc group of IE2 Call to Action colleagues along with Equity Minded Practitioner colleagues. There is a benefit to being a part of these conversations. There is a need to create a moment of comfort where people can feel free to be uncomfortable whether that be in Senate or other areas on

campus. Through repetitive engagements people will get better at having those types of difficult dialogues.

- b) ASCCC “Call to Action” & CCCO Mission on DEI: These conversations are important as they are part of the California Community College Mission on Diversity, Equity and Inclusion and the Call to Action on Anti-Racism. An extensive report was put out last fall by the State Chancellors office on how to address racism in higher education. The Brown Act and the idea of having deliberative meetings like the Senate take out the intimacy of having the ability to have those conversations as opposed to being a smaller workgroup of 8-10 people. The Statewide Senate, in conjunction with the State Chancellors Office have sent out a survey to all Academic Senate Presidents regarding what each college has done or what Senate actions have been taken to address Anti-Racism. The ASCCC Spring 2021 Plenary will focus on racism as a major theme.
- c) This resolution came through Senate Executive Committee. There was much discussion and this resolution was unanimously adopted by the Ex. Comm. The following suggestions, edits and changes were made by the Academic Senate.
 - i. 1st Whereas: The word “pervasive” as it relates to the US or to the local community is unsettling to some, as privately communicated to David.
 - ii. 4th Whereas: There was a request to alter the 4th whereas to read as “people of color” instead of “non-white racial and ethnic identities.”
 - iii. 3rd Whereas: The 3rd whereas outlines various ethnic groups but, in the 4th, whereas it references “people of color.” The idea for outlining the various groups is to provide individual identity. This resolution is directed to all anti-racism and not directed to any particular group. Racism is widely considered in academia as based on a white institutional and a societal power structure. White people can suffer prejudice and discrimination but not racism under this perspective. This matter was questioned by a Senator as not necessarily being dispositive, notwithstanding the existing academic definition.
 - iv. 3rd & 4th Whereas: There was a request to change the ordering of the Whereas’s and switch the 3rd and 4th Whereas. In looking at the layout for this argument, the 4th Whereas states that racism exists in society and in institutions of higher education. The 3rd states that this resolution is related to COC students and the obligation faculty, staff have to address these issues. This could then lead to the Resolves with greater structural flow as related to the overall content of the resolution.
 - v. There was a suggestion to include a definition of racism. However, it is not standard practice to include definitions in resolutions, this is more so seen in policies and procedures. There are dueling perspectives as to how “white people” are seen as opposed to everyone that is not “white.”
- d) This resolution meets the holistic view outlined in the new COC mission statement. In order to be in line with the new mission statement this resolution needs to be adopted.
- e) Motion to adopt the Anti-Racism (Call to Action) Resolution by Rebecca Eikey, seconded by Erica Seubert. Yes, Verbal Vote for Mary Corbett, Yes, *Proxy Vote from Gary Collis for* Rebecca Shepherd. Votes collected via roll call vote. Voting results: (18) yes votes, (2) no votes and (1) abstention vote.

5. Truth in Academia Resolution, David Andrus (pg. 26)

- a) There was one suggestion to amend the 4th whereas. David presented a very inspiring presentation at spring, 2021 convocation that resulted in much of the content found in the Truth and Intellectual

Honesty in Academia Resolution. The Senate feels this is an area that needs to be at the forefront of what the college does. The overall Senate was in support of this resolution.

- b) Motion to adopt the Truth in Academic Resolution by Rebecca Eikey, seconded by Tammara Rice. Yes, Verbal Vote for Mary Corbett, Yes, Proxy Vote for Gary Collis. Votes collected via participation window. 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. Curriculum Cultural Competency Checklist-Implementation & Use, Katie Coleman, David Andrus & Lisa Hooper (pg. 27)
 - a) As a result of recent nationwide events of the past year the ASCCC and the Curriculum subcommittee of the ASCCC Area C have been discussing how to improve the area of cultural competency and curriculum. A meeting took place in July. There was not a cohesive set of best practices that served to guide that discussion, but more so discussed areas to consider on how to deliver curriculum through a cultural competency lens. This list is intended to be broad. Input was solicited from the EMP and IE2 groups. There is a class through the CETL committee on how to develop culturally responsive curriculum.
 - b) There are a number of faculty who are devoted and dedicated to promoting inclusivity in all areas. This checklist will serve as a guide for faculty who are writing or revising a course. This list needs to be able to be utilized by everyone who teaches in any discipline at any sort of level such as credit, non-credit and ISA's. The objective is to ensure curriculum is not necessarily inclusive, but that it wasn't exclusive. This list is a series of prompts that anyone who is revising or creating a course could attend to.
 - c) This list includes those areas that are needed for Diversity, Equity and Inclusion, such as course naming conventions, selecting appropriate textbooks, highlighting and bringing special attention to cultural events and give credit to those how have made contributions to history. The idea is for all courses to have a historical, social or cultural focus.
 - d) In addition, this checklist creates a form of accountability and teaches faculty how not to be exclusive. This is also important for all sub disciplines in a field as there are evolving sub-disciplines. It is important to show sensitivity to any marginalized groups and create course outlines that are adaptable. Courses can be objective in allowing for new or emerging specialties or theories.
 - e) There are other colleges that are using versions of this checklist. It was clarified that there is no punishment for faculty who do not use this list or if this list is not being used properly. However, there is an obligation as professionals to strive to be better. Will this check list add another step in the curriculum evaluation process? This will not but if the college is committed to student success and Guided Pathways then this is an evolution of the curriculum revision process.
 - f) If Senate feels this checklist is ready to move forward it will return on the next agenda as an "Action" item.
2. BP/AP 5010 Dual/Concurrent Enrollment, David Andrus & Gary Collis
 - a. Impact of Proposed Changes to Concurrent Enrollment Policy for allowing 9th and 10th Graders (pg. 28-29)
 - i. The Policy Review committee discussed this item and are against this idea in a unified manner. The concern is primarily with inter mixing 9th and 10th graders with college students in the college classroom and learning environment. There was a discussion regarding a potential middle ground that could be well structured with a set of parameters.
 - ii. Dr. Jasmine Ruys shared a, ["Dual and Concurrent Enrollment"](#) presentation. The presentation outlined the definitions for "Dual Enrollment," "College Now," and "Concurrent Enrollment." In

2010, Institutional Research conducted a study of 9th and 10th graders enrolled in spring 2009 and concluded there were 64 9th and 10th graders enrolled. There was an 85% success rate compared to 67% for non-concurrently enrolled students. A list of top articles relating to dual enrollment was also shared. This data is for students enrolled in similar courses.

- iii. The initial proposition was for courses to open up to 9th and 10th graders in general at both the Valencia and CCC. This would also include College Now which is concurrent enrollment or dual enrollment after school. Based on the concerns expressed by the Senate Policy Committee the proposal now is to have students take courses through Dual Enrollment only.
 - a. Specific classes will be taught during the high school day by a COC certified instructor on the high school campus.
 - b. This option would require principal and counselor approval and mandated training for all faculty members who are associated with this program.
 - c. Students would be selected based on their Ed plan as well as their affinity and maturity.
 - d. This option would provide free courses and textbooks to students.
- iv. This program will also provide college classes to students who would not have otherwise had that opportunity. A study conducted by the [University of California Davis, "Center for Community College Leadership and Research" from January 2020](#) was shared. This study points out the disparity in terms of socio-economic status and race. However, it is not specific to 9th and 10th graders. What this study suggests is that LatinX and Black/African American students are not taking concurrent or dual enrollment courses in general compared to White and Asian students. The concern is that when using equity to push an item on an agenda forward there may be data which demonstrates this disparity. Providing this program to 9th and 10th graders does not solve the equity issues. Studies demonstrate that access and exposure to dual enrollment is what makes a difference. There is also an equity issue with the use of the WISC exam as there is a cost associated with this exam.
- v. What will departmental chair input look like? The goal is to allow departments to decide whether they want to potentially offer instruction at a high school. This would not be all courses but those courses that would be appropriate in concert with dialogue with the Hart District. There is concern that perhaps some of the courses that appear on the schedule of classes were requested and there was no conversation with departments. There are some pathways that existed with the local high schools, such as with paralegal studies, that are no longer being offered.
- vi. ASCCC in 2006 convened a Taskforce and then adopted the Taskforce recommendations. This was presented through a paper titled, ["Minors on Campus: Underage Students at Community Colleges."](#) This article indicates that faculty need to be the ones deciding which courses have minors enrolled in them. ASCCC endorsed AB288 and the principles behind it. This article cautions administrators who think that this type of program is a way to increase FTS without considering the implications of the program on faculty and students. This Taskforce, in response to AB288, states that dual enrollment guidelines should assert Community College faculty primacy in all curricular matters involving dual enrollment course offerings. The contract between COC and the Hart District, by law, is supposed to articulate the criteria that is used to assess the ability of pupils. The agreement states that the, *"SC Community College District faculty need to identify the courses using the following criteria, alignment with high schools' pathways in college program course of study and potential for course completion to accelerate students time to completion."* Nothing in the proposed policy states that faculty will have a say as to which courses are being selected. The codification of AB288 and the contract

between the Hart District at the SC Community College district states that, *“A community college course offered for college credit at the partnering high school campus does not reduce access to the same course offered at the partnering community college campus.”* There are concerns with having more Business courses offered at the high schools than at COC. Under AB288 a college should not jeopardize enrollment at the college level by cancelling courses. The legal opinion from the Chancellors Office in connection with AB 288 recommends that a contract include a mechanism in a CCC partnership agreement when for determining when a course is oversubscribed, a notification procedure and a process for the efficient resolution of community college oversubscription issues. There is no mechanism in the current iteration of the contract. The criteria for how faculty approve courses needs to be approved as the college cannot allow other districts decide when 14-year-olds can enroll in college courses. There are budgetary motivations in that enrolling more students would generate more funds for the district. This idea was shared during the Chancellors budget presentation.

- vii. There are others who are in favor of Dual Enrollment as this may be a way to get high school students interested in a Career Education major. This is also a way to expand education that leads to direct employment. There will also be an opportunity to make revisions to the BP/AP.
- viii. This item will return with a concrete proposal and with policy revisions for a vote at a future Senate meeting.

b. [BP 5010](#) (pg. 30-32)

c. [AP 5010](#) (pg. 33-36)

- i. There was a reminder that both BP 5010 and AP 5010 are uploaded on the Board of Trustees website.

3. Summer/Fall 2021 OnlineLIVE training certification proposal, David Andrus (pg. 37-38)

- i. There has been some discussion regarding what to do with both provisionally certified instructors and a potential OnlineLIVE Certification proposal. There is an ongoing workgroup which included CETL, IOI, Ed Tech, Academic Senate and Administration that worked on the parameters of this proposal. Ed Tech Committee would like to continue to discuss this item. The Senate intends to roll over provisionally certificated instructors until the end of the calendar year. This will allow department chairs to staff their courses for summer and fall 2021. If there was a required training for OnlineLIVE, what would this look like? David will reconvene the workgroup next week.
- ii. Ed Tech Committee is in agreement with the idea of having part of OnlineLIVE Training be synchronous, not just asynchronous. There was no agreement reached as to whether or not OnlineLIVE trainings should be mandated for those who are fully IOI Certified Online, i.e., those who have completed the 36 hours of IOI training. There is no agreement on what the content and hours for the training would look like; as of now it looks like it may be 9 hours. CETL will be responsible for building this training. It is also not clear who this would affect and how. There are some who feel that teaching OnlineLIVE is effectively a hybrid course and that it is typically taught in zoom rather than face to face. There is also a question regarding if there will be special training required for Hybrid courses. There are also concerns with adding another tier or grouping for DOC and DOH list. There are concerns with item #5 as it does not make a distinction with respect to their disciplines and their programs and the number of hours of experience individual instructors have teaching online.
- iii. There is an emergency meeting scheduled for the Ed Tech Committee. When adopting various aspects of a policy it is important to note how this may impact Administration, students, Senate

Unions and other campus groups. What are the academic standards? What needs to be adopted that is appropriate for academic and professional standards for teaching and learning? This item will return on the next agenda for more discussion and possible action if these pending questions are addressed offline with Ed. Tech and the assembled work group.

E. Unfinished Business

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

1. Add Code Enrollment Procedures

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 Meetings Spring 2021: April 1, April 22, May 6 & May 20
- [ASCCC Spring 2021 Plenary Session, April 15- April 17, 2021, Virtual Event](#)
- [2021 Career Noncredit Education Institute, April 30-May 2, 2021, Virtual Event](#)
- [ASCCC 2021 Curriculum Institute, July 7- July 9, 2021, Virtual Event](#)

H. Adjournment: 5:25pm

Program Viability Committee Summary

March 4, 2021, 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), Jason Burgdorfer (MSHP), Jesse Vera (Adjunct Counselor & AMSA Faculty Co-Advisor) & Erik Altenbernd (Humanities), Albert Loiaza (Counseling)

Guests: Marilyn Jimenez (Academic Senate Administrative Assistant), Kathy Bakhit (Dean, HPPS), Dr. Omar Torres (CIO, Instruction) & Patti Haley (Health Science)

I. Routine Matters

1. Call to order: 10:05 pm
2. Approval of 2/18/21 meeting minutes:
 - Motion to approve the meeting minutes by Chris Boltz, seconded by Jesse Vera. Votes counted using roll call vote. Albert Loiaza & Erik Altenbernd absent. Unanimous. Approved.
3. Approval of the Agenda:
 - Motion to approve the agenda by Chris Boltz, seconded by Nicole Faudree. Votes counted using roll call vote. Erik Altenbernd absent. Unanimous. Approved.

II. Reports

1. Public Health AST: Year Three Status Report (Patti Haley)
 - **Background:** This report was due in fall 2019 however due to the transition of new PV Committee chair and the need to update the PV Tracking sheet this report did not come through. Patti communicated to all EMT students that this program was being developed and coming through. In Fall 2019 there were 219 students who had declared interest in this program. This program did not go live until spring 2020. There were 12 students in spring 2019, 33 students in spring 2020 and 10 in fall 2020. A few adjunct faculty were hired to help expand some course offerings.
 - **Purpose for the development of the program:** This program was developed for several reasons. There are nursing students who only had the biology degree option. For some students once they take all of their biology courses they may realize that nursing is not for them. Patti worked with the Nursing Counselors to make sure that the courses in this degree could also be applied to Nursing. This is the case for many students who were going into EMT but not into Fire Technology. For many students there was no other degree to take if their major was not nursing or if they were not pursuing Pre-Med. This was a repackaging of curriculum therefore there was an expectation of good numbers. This program is popular for professionals in terms of salary advancement. Many professional may already have a master degree but choose to pursue Public Health to advance their careers. Public Health offers many career options as many can work either in Skid Row in downtown LA, work for a clinic, public health department or teach.
 - **Public Health Course:** The first course which was offered filled up quickly and this has continued to be the case. Additional sections have been added. Another faculty member has been hired. There were three faculty members hired, one online faculty member, Dr. Sullivan (Nursing background), Chris (Public Health background) and the third is an adjunct faculty member (Nursing background.)
 - There are now some EMT students who are *COVID-19 Officers* and are working at various sites. There are many students who worked really hard in spring to get through the EMT program. Every single student, who took the national registry, got certified and had a job before the Holidays.
 - **EMT Advisory Committee:** Since there is no official Advisory Committee, this program was added

to the EMT Advisory Committee. This committee has been very supportive of this degree.

- **Challenges:** The biggest challenges with this program have been trying to get recognized throughout the entire campus as many still are not aware that this program now exists. When the website was being redesign this program was not included as part of the school of MSHP. This program was also not listed on some of the degree list and student could not find it. There was a lot of self-promoting done. Part of the challenge also came as a result of discussion regarding whether MSHP was going to be split into two schools or keep as one.
- **Recommendation from year 3 status to Permanent Status:** How has the advisory board input been over the past 3 years. The advisory board has been 100% onboard. This program has connected with CSUN and many student can take courses at COC and CSUN. Patti Haley will be retiring soon and SB Tucker will be taking over the responsibilities for this program. SB will also be the director of the EMT Program. The Deans have also been very supportive of this program. The Pilot Program status was started in 2016 and there has only been one other program which has gone through this process in CAWT.
- **Motion to approve the recommendation to have Public Health become permanent status and submit this recommendation to the Academic Senate** by Albert Loaiza, seconded by Nicole Faudree. Votes counted via roll call vote. Unanimous. Approved.

2. Technical Theatre: Year Three Status Report (Chris Boltz)

- **Background:** This program has been slowing growing and this is mostly due to COVID as many students did not want to do online theater. There are some courses which cannot be taught online such as Stage Theater. This course has been submitted for fall 2021 to see if it will be approved in a face to face format. There are recent students who have graduated from CSUN, Berkley and CalARTS.
- **CalARTS Pathway:** CalARTS is now interested in doing a Tech Theater pathway. This will not guarantee admission but they are willing to work with COC.
- **Challenges:** Enrollment has been really low and this is mostly due to COVID as there was a lot of interest when this program was being offered in person. It will be another 2 years before the program can be back up and running. There are many students who want to go back to campus.
- **Success:** Students have learned how to do program lighting, moving light from their home and they then can play them back. The students never physically touched the light board but programed via a simulator using their home computer that was free. The programing file was uploaded to CANVAS and the programing file was then plugged into the light board using a 130 camera to playback their music. This is a good practical skills for student.
- **Costuming Program:** The costuming program has done well. Sewing machines were sent to students.
- An example of a student project was shared. This student was given a 2 ½ to 3 minutes instruments song and were given the light plot and the programing set up and they had to program. The students where then told to create a light show with the lights moving to the music. This was all done using a simulator and offline editors. The student never visited the campus. This exercise may involve a lot more at home time and a lot less on the white in the classroom time.
- **How will the field of Technical Theater change post Pandemic?** There has been a decade of lighting programming moving to off-line. There is a former student who now works for Disney who did some programing for a TV show for CBS Studios from their bathroom. The Bathroom was locked and this former student could isolate themselves and put the lighting desk in there. The file was emailed and it was watched on a monitor in the studies. This particular project used to be a Grad School exercise a few years ago and it was not where as advanced as it is now. There are now better simulators and they are free. The last show Chris programed was done entirely from

his home in his living room. This saves a lot of money for the producer. This is a very valuable skill set.

- Theater concert and sporting events are going to look very different going forward. There will be additional skills that will have to be learned for those working in technical theater based on the path going forward. This is in regards to live streaming, theater performances. Will additional curricular changes be anticipated in the next few years, in credit or non-credit?
- **Theater Advisory Board:** There is going to be noncredit course sequence. There is also another program that CSUN would like COC to offer. There may not be a need to re-do the curriculum in eLumen. However, video editing is becoming a bigger deal. There is going to be a larger video component added. The board is pushing to focus on teaching the students to not be overwhelmed by the technology and to learn how to google search so they can figure out things on their own and look up valid information.
- **Cross Listing of Programs:** How can there be a hybridization of content? There is a plan to expand and add Commercial Music courses to the Theater program. The MEA Curriculum will be brought into the Advisory Board. Also for those student who want to learn Lighting to take a Networking class as there is not a big move towards Ether Networking. Many lights can now take commands via WIFI. There are many student in animation who can also use these same base line skills. This helps to break down silos as there is no need to build new studios for each program. Tech Theater is currently waiting on the development of the new program.
- **Motion to approve Technical Theater to permanent status and take that recommendation to Academic Senate** by Nicole Faudree, seconded by Albert Loaiza. Votes collected via verbal roll call. Unanimous. Approved.

III. Discussion:

- Next meeting there will be two programs that will be discontinued as they are programs which have not been offered. While the AP does not the discontinuance of program there is not form which exists.
- Garrett will be working on the current forms and the forms will come forward before the last meeting of the semester in May.

IV. Adjournment: 10:53 am

CURRICULUM CULTURAL COMPETENCY REVIEW

Please review the Course Outline of Record (COR) using the following prompts.

This course, where appropriate:

- **Provides relevant examples of significant contributions from persons of diverse backgrounds (age, race, ethnicity, gender, sexuality, religion, ability, and socio-economic status).**
- **Provides inclusive context to major events and contributions to a discipline/field.**
 - In courses with a/an historical, social, and/or cultural focus, significant events are presented and described with attention to diversity and the social and cultural circumstances that produced them.
- **Represents the full scope of a given discipline/field.**
 - Sub-disciplines, or specialties, are appropriately represented and described.
- **Is sensitive to the experiences of marginalized groups.**
 - Language, including naming conventions of ethnic groups, is current and appropriate.
- **Is adaptable to accommodate the evolution of dynamic disciplines.**
 - Objectives are written to allow the course to adapt to changes in the field including new specialties, theories, or practices.
- **Texts are culturally-competent.**
 - Selected texts are current, include significant contributions from persons of diverse groups, provide social and cultural context where appropriate, and use appropriate language.

BP 4060 DELINEATION OF FUNCTIONS AGREEMENTS

References:

Education Code Sections 8535 and 8536

Whenever a mutual agreement with a school district or other educational entity relating to responsibility for noncredit continuing education programs is required by state law, the CEO shall present an appropriate memorandum of understanding to the Board for approval.

Approved 06/25/14



Academic Senate for College of the Canyons

STANDING POLICY

Online & OnlineLIVE Instructor Certification Requirements

Summer & Fall 2021 and 2022 and Subsequent Semesters

Section 55208(b) of Title 5 of the California Code of Regulations (CCR) holds “Instructors of distance education shall be prepared to teach in a distance education delivery method consistent with local district policies and negotiated agreements.” Accreditation Standard 3.A.11 of the Accrediting Commission for Community and Junior Colleges (ACCJC) states and requires, “The institution establishes, publishes, and adheres to written personnel policies and procedures.”

At College of the Canyons the Academic Senate establishes distance education (Online) instructor certification standards. In so doing, the Academic Senate regularly collaborates with the Office of Instruction and its Office of Online Education. The state of emergency declared by the Governor of the State of California as a result of the COVID-19 public health emergency resulted in ongoing declared emergency orders by the Chancellor of the Office of California Community Colleges. Therefore, and in recognition of such circumstances, the Academic Senate establishes the following distance education/online instructor certification requirements to be in effect for the summer and fall, 2021 semesters and thereafter:

1. All provisional online certifications originally set to expire on June 6, 2021, as outlined in the adopted standards per Academic Senate action on October 1, 2020, will be honored and extended to December 31, 2021 after which time they will permanently expire.
2. Instructors possessing only provisional online instructor certification should not be assigned nor allowed to teach 100%, asynchronous ONLINE classes during the 2021 summer and fall terms.
3. The Academic Senate, in collaboration with the Office of Instruction, intends to establish a new OnlineLIVE instructor certification standard. All current provisionally certified online instructors must complete this new OnlineLIVE certification training to be assigned and teach synchronous OnlineLIVE classes for all 2022 terms and thereafter.
4. Provisionally certified instructors also have the option to complete the traditional IOI online instructor certification course thereby permitting them to teach OnlineLIVE classes for the Winter, Spring and Summer 2022 terms only (*see #5 below for context*), and 100% ONLINE classes in 2022 and thereafter.
5. Beginning in Fall 2022 and thereafter, all instructors intending to be assigned and permitted to teach OnlineLIVE synchronous classes must have completed the new OnlineLIVE instructor certification training. Completion of the traditional IOI Online Instructor Certification course will no longer be recognized as permitting instructors to teach OnlineLIVE synchronous classes for the Fall 2022 terms and thereafter.

The impact of the COVID-19 pandemic on higher education has resulted in a recognition of synchronous virtual instruction as having become a new, unique pedagogical modality. This modality is being

institutionalized throughout the California and National systems of higher education, as evidenced by a recently established @One synchronous instruction training course. To maintain academic standards during the continued COVID-19 pandemic, as well as throughout the eventual post-pandemic environment, the Academic Senate is prepared to assist in the development of and endorse a local OnlineLIVE synchronous instruction certification course for the betterment of students, faculty and education. As a consequence of the COVID-19 pandemic we have needed, and will continue for the foreseeable future, to serve our students with OnlineLIVE synchronous instruction. Developing the same care and delivery of this new format as we have done for fully online instruction is an academic and professional matter and responsibility.

CCR Title 5 Section 55204(a) establishes the requirement of regular and effective contact between instructors and students and designates such standard to be an academic and professional matter within the purview of the Academic Senate per Title 5, Section 53200, *et seq.*

This policy is adopted toward the betterment of student learning and to ensure, among other things, such regulatory and professional standards are upheld.

BP 4040 LIBRARY SERVICES

References:

Education Code Sections 78100, 78103; Civil Code Section 1798.90

- 1.0 The District shall have library services, including access and services at District campuses, that are an integral part of the educational program and will comply with the requirements of the Reader Privacy Act. The District shall provide library facilities.
- 2.0 The purpose of the college library is to actively and effectively support instruction by serving as a resource for teaching and learning. The library shall provide access to its materials and services both within and beyond the library walls. The library shall provide information resources that promote better understanding and appreciation of the cultural, practical, and aesthetic elements of the broader world. The general public may have access to the college libraries, but the library prioritizes the support of the college's educational programs and its students and staff.
- 3.0 The important functions of the libraries are as follows:
 - 3.1 Maintain a relevant collection reflecting the diversity of backgrounds, circumstances, and viewpoints of the student and staff population.
 - 3.2 Provide an environment for students and staff that promotes the development of information competency.
 - 3.3 Provide appropriate and adequate staffing to assist with and instruct in the use of the information resources.
 - 3.4 Promote the integration of library resources into the curriculum and instruction, and into the development of critical thinking by students.
 - 3.5 Support the development and use of open access materials among those affiliated with the college.

**See Administrative Procedure
AP 4040 Approved 06/11/14**

AP 4040 Library Services

Reference: CCR Title 5, Section 51203; Library Bill of Rights

1.0 The library shall maintain a collection that supports the mission of the college and the curriculum.

- 1.1 The college librarians have the responsibility of coordinating the development of a well- rounded, well-balanced collection of instructional materials and resources of the highest possible standard. Selection and evaluation of materials will be based on curricular demands, recommendations of current professional review sources, and suggestions from persons affiliated with the college. The college librarians will establish procedures for materials selection and will have final authority over collection maintenance, including acquisition and de-acquisition of materials.
- 1.2 As a measure of adequacy the library should review its collection using accepted bibliographic tools such as the recommended lists of materials for community college libraries, professional journals in all disciplines taught at the college, and current bibliographic publications. Broad objectives in selection of educational materials include
 - 1.2.A Providing materials that will enrich and support the curriculum.
 - 1.2.B Providing materials that will stimulate growth in factual knowledge.
 - 1.2.C Providing a background of information, which will enable students to make intelligent judgments in their daily lives.
 - 1.2.D Placing principle above personal opinion and reason above prejudice in the selection of materials.
- 1.3 As subject experts, instructional faculty members can have significant input in the selection of library materials within their subject areas. Faculty members are encouraged to remain current with the library's holdings in their subject area, and assess their adequacy with respect to current teaching emphasis, and recommend the purchase of new titles.
- 1.4 Where there is potential for significant change to a part of the library collection, department chairs and instructors overseeing relevant academic programs shall be consulted in advance of a final decision to ensure program viability.
- 1.5 The library staff recognizes the obligation of college policies and procedures to promote free and open discussions as an educative force and to prepare students to deal with controversial issues. The library, therefore, has the responsibility of providing materials on opposing sides of controversial issues and representative of the many groups and opinions prevalent in our society.

1.6 The library affirms the tenets of intellectual freedom as expressed in the Library Bill of Rights. In the event of a challenge to library materials by library users with a college affiliation, the questions should be directed in writing to the administrator of the library, signed by the person raising the matter, and indicate specific objections (including citations). The material will then be reviewed by the library administrator and college librarians. At the completion of the review, the library administrator will respond in writing to the person bringing forward the challenge and forward copies of the letter to the college president. The challenger may accept the review or present an appeal through the college president to the board of trustees.

2.0 The college librarians, in coordination with campus instructional staff, will undertake a program of bibliographic instruction in support of the curriculum and instruction.

3.0 Library staff have the responsibility for supporting the educational needs of those affiliated with the college through the provision of reference assistance both within the physical facilities of the library and beyond its walls.

Policy Approved 6/11/14

BP 4041 The Learning Center

4041.1 The Santa Clarita Community College District shall provide instructional support services to enrolled students through The Learning Center in a variety of subjects. The Learning Center is committed to enhancing student success and retention by providing academic support through innovative services including one-on-one tutoring, group study, independent self-help resources, computer-assisted tutorials, online tutoring.

4041.2 The important functions of The Learning Center are as follows:

- A. Develop student skills by offering academic support and innovative resources for preparation to be independent and lifelong learners.
- B. Provide an environment where learning is the priority and academic goals are nurtured for long-term success.
- C. Provide trained and qualified staff to assist students with academic skills needed to complete course work successfully.
- D. Provide support in basic skills areas such as reading, writing, ESL, and mathematics to build a strong academic foundation while strengthening critical thinking and reasoning skills.
- E. Create a community of learning, and develop a passion for teaching among student tutors.
- F. Provide opportunities for students to take exams in a secure proctored environment.

Approved 06/11/14



AP 7120A Hiring Procedures – Contract Faculty (Tenure-Track)

Reference:

Education Code Sections 87100 et seq., 87400, and 88003;
ACCJC Accreditation Standard III.A.1

Overview

It is the intent of the Board of Trustees and the District that policies and procedures ensure the hiring of college faculty who are expert in their subject areas, skilled in teaching, serve the needs of a diverse student population, are willing to foster overall college effectiveness, and are representative of the diversity of the district.

Faculty members and administrators participate in all appropriate phases of the hiring process. All faculty hiring processes shall be characterized by strict confidentiality.

These hiring procedures are subject to review and revision at the request of the Academic Senate, the Administration, or the Board of Trustees. Such revised procedures shall be developed and approved before replacing the previous hiring procedures.

Importance of Diversity in the Hiring Process

1. The Santa Clarita Community College District is committed to employing qualified employees who are dedicated to student learning and success. The Board recognizes that diversity in the academic environment fosters awareness, promotes mutual understanding and respect, and provides role models for all students. The Board is committed to hiring and staff development processes that support the goals of equal opportunity and diversity, and provide consideration for all qualified candidates. The District does not discriminate in providing educational or employment opportunities to any person on the basis of race, color, religion, religious creed (including religious dress and grooming practices), national origin, ancestry, citizenship, physical or mental disability, medical condition (including cancer and genetic characteristics), genetic information, marital status, sex (including pregnancy, childbirth, breastfeeding, or related medical conditions), gender, gender identity, gender expression, age (40 years and over), sexual orientation, veteran and/or military status, protected medical leaves (requesting or approved for leave under the Family and Medical Leave Act or the California Family Rights Act), domestic violence victim status, political affiliation, and any other status protected

by state or federal law or on the basis of these perceived characteristics, or based on association with a person or group with one or more of these actual or perceived characteristics.

2. Determination of Vacancy

- a. The Chief Instructional Officer (CIO) will work through the campus Budget and planning process to determine the appropriate number of faculty positions for the coming year.
- b. The CEO and the Academic Senate will mutually agree to the procedures and processes used by the Academic Staffing Committee. These procedures will include the process for soliciting, reviewing, and prioritizing requests for both new as well as replacement positions. The Academic Staffing Committee will make recommendations for new and replacement positions to the CEO and post these recommendations on the committee website.
- c. Positions cannot be created by consolidating adjunct teaching loads to establish a new full-time position. This would be against the spirit and intent of the Academic Staffing Committee's recommendations on new and replacement positions.
- d. At the appropriate time, the CEO will seek Board of Trustees (BOT) approval for authorizing faculty positions.

3. Job Announcements

- a. Job announcements are developed with the participation of the appropriate Dean, Department and/or Screening Committee Chair, the CIO/CSSO and the Chief Human Resources Officer (CHRO) or CHRO's designee. The HR Director and Director, Diversity and Inclusion will review the announcement language to ensure it is broad, clear, and inclusive and provide recommendations for revisions, if warranted.
- b. The Academic Senate, CIO/CSSO, and CHRO will mutually agree on a general "template" to be used for all faculty position announcements. This template will include:
- c. Position Specific Information:
 - i. Position description;
 - ii. General duties and qualifications expected of all faculty members;
 - iii. A detailed summary of the specific job duties;
 - iv. The appropriate State minimum qualifications, including credential and applicable equivalency information;
 - v. Desirable Qualifications (to be used as screening criteria, see section I):
 - a. specific experience,
 - b. education,
 - c. knowledge,
 - d. skills,

- e. abilities,
- f. willingness/openness to learn (i.e. online teaching), and
- g. Demonstrated experience working with the diverse academic, socio-economic, cultural, ethnic, and disability backgrounds of community college students.
- vi. Desirable qualifications shall not be used to discourage qualified applicants.

d. General Information:

- i. An equal opportunity policy statement and accommodations information;
- ii. Instructions for completing the application;
- iii. A Background and About the College section;
- iv. An indication that new employees will be required to show proof of legal ability to work in the United States;
- v. A brief overview of compensation and benefits;
- vi. Any other items mandated by the Education Code, Title 5, or other legal requirements;
- vii. Conditions of Employment - Covers salary schedule placement, starting dates, work hours, physical demands, and other specific conditions that make this position unique that should be brought to the attention of the prospective candidates;
- viii. Materials required to apply, including any supplemental questions and a Philosophy of Diversity Statement.
 - a. The purpose of the Philosophy of Diversity statement is to demonstrate that the applicant has commitments and capacities to contribute to the district's commitment to inclusion and equity via their work, including scholarship, teaching, service, mentoring, and counseling. The document is an opportunity for applicants to highlight their understanding of the barriers faced by under-represented or marginalized students, as well as their own experiences meeting the needs of a diverse population of students, staff, and peers.
- ix. District diversity statement that says the Santa Clarita Community College District is an Equal Opportunity Employer that seeks to employ a diverse workforce who will contribute to an inclusive and welcoming educational and employment environment.
- x. Expectations related to application/interview process – such as teaching demonstration is expected, may include writing sample, etc.; and
- xi. Proposed interview timeline.
- e. Final wording on each specific announcement will be determined by mutual agreement with the Screening Committee Chair and CIO/CSSO.

4. Transfer Process

- a. Existing tenured full-time faculty must meet the following criteria to request a transfer:
 - i. Possess the discipline minimum qualifications for the board approved vacancy and;
 - ii. Teaching experience required in the discipline or counseling experience if counseling faculty, and;
 - iii. Received an evaluation of "satisfactory" during their most recent evaluation.
- b. Transfers are only available for full time positions that are the result of retirements, resignations, or for new positions recommended through the academic staffing process, see A.3, that have been approved by the Board of Trustees.
- c. If there are unit members who meet the minimum qualifications for the position discipline authorized by the Board of Trustees, a five (5) day notice will be distributed to the qualifying unit member(s). Human Resources will verify with the Academic Senate, if any faculty members possess MQs in the discipline. If none exist, no transfer notice will be distributed.
- d. Interested transfer applicant(s) must submit a letter of interest, including requested information in the transfer notice, to Human Resources by the stated deadline. Per section F below, a screening committee will be convened and the applicant(s) will be interviewed and provide a teaching demonstration.
- e. If the committee decides not to forward a candidate's name to the CIO/CSSO and Chancellor, the position will be opened for normal recruitment and the candidate may apply through the normal hiring process.

- f. If the majority of the screening voting committee members endorse a candidate, their name will be submitted to the CEO and CIO/CSSO with the recommendation to transfer departments. If two transfer candidates are recommended to the CEO, the CEO shall interview both candidates. The CEO will determine whether or not to forward a candidate to the Board of Trustees for approval. If the CEO determines not to forward a transfer candidate for Board approval, the CEO will meet with the committee to explain their objection.

5. Application Instruments

- a. Application instruments for Academic positions include, but are not limited to:
 - i. District Academic position application form;
 - ii. Confidential recruitment source form (optional);
 - iii. Cover letter addressing how the applicant meets the desirable qualifications of the position;
 - iv. Resume or Curriculum vitae;
 - v. List of Professional references, including former supervisors and colleagues; and
 - vi. Unofficial copies of college transcripts. Official copies will be required at the time of employment.
 - vii. Supplemental Questions
 - viii. Philosophy of Diversity Statement
- b. At the time of application, the candidate will indicate that they meet the minimum qualifications for the position or that they are submitting their application under the equivalency provision as indicated on the job announcement. District forms are subject to ongoing revisions.

6. Recruitment Expectations and Methods

- a. In an effort to expand applicant pools, faculty members in the hiring department will assume an active role in the recruiting process. In order to obtain a large and balanced pool of applicants, the advertising period should be of sufficient length to allow for wide distribution and response. If the pool does not have a sufficient number of qualified and diverse applicants, the department chair and/or first-line administrator shall consult with the CIO/CSSO, CHRO, and CEO to determine whether the closing date should be extended.
- b. In addition to using traditional means of recruitment, including the CCC Registry, The Chronicle of Higher Education, diversity publications and websites (i.e. Journal of Blacks in Higher Education, Hispanic Association of Colleges and Universities), professional associations, listservs, social media, and all organizations listed the District's EEO plan, the District will continue to expand recruiting tools (i.e., professional networks, COC, University, and conference job fairs) to reach the broadest range of qualified candidates as possible. The screening committee will be encouraged to provide options for additional recruitment efforts. All recruitment

efforts must be coordinated and approved by the CHRO or designee.

- c. Once a position has been advertised, screening committee members may not seek out or encourage any candidates to apply for that position. If a candidate contacts them, they can provide general information (e.g., general, public facts about the college or the department), but must refer the candidate to the CHRO or designee for any additional or position-specific information.

7. Screening Committee Composition and Orientation

- a. It is the philosophy of the District that the screening committee have a majority of the committee members be in the same classification of the position being filled.
- b. The Academic Senate President consults with the department chair, program faculty and dean when appointing full-time faculty and the screening committee chair. The Academic Senate President will also work with the CHRO or designee in reviewing the composition of the screening committee to ensure diversity, as stated in AP3420, the District EEO Plan, as much as is practicable. Screening Committee composition should include discipline experience as well as diversity. The Academic Senate President and the CHRO or designee may wish to supplement discipline faculty with additional faculty representation who can provide greater diversity and differing perspectives.
- c. The screening committee usually consists of:
 - i. 5 to 7 full-time faculty members, one of whom should be from outside the academic division
 - ii. The School Dean
 - iii. A Screening Committee Representative (The SCR will monitor the process for compliance with EEO regulations, serve as timekeeper for this process and be a **non-voting** member of the screening committee.)
 - iv. A classified or confidential employee (optional, screening committee chair determination)
 - v. A student representative (if available)
- d. The Academic Senate President and the Chief Human Resources Officer (CHRO) will address any challenges to a screening committee member's ability to function in an impartial manner prior to appointment to the screening committee.
- e. Screening committee members are expected to serve for the entire screening process, and may be removed if they are unable to complete any part of the screening process.
- f. The CHRO will appoint a Screening Committee Representative (SCR).
- g. Changes to the screening committee structure, including the invitation of outside experts, are permitted with the mutual agreement of the screening committee chair, Academic Senate President, and the CIO/CSSO.
- h. When specific expertise is required, former faculty or external experts, including a faculty

member from another college or university, an industry representative or community member may be appointed. External experts who participate will be voting members. Faculty members will be confirmed by the Academic Senate and external experts will be confirmed by Human Resources.

- i. Financial compensation for external experts is not available. Any exception to this is at the sole discretion of the CIO/CSSO and the CHRO.

8. Equal Employment Opportunity (EEO) Training and Orientation for Screening Committees

- a. Per AP 3420, the District EEO Plan, any individual who is acting on behalf of the District with regard to recruitment and screening of employees, whether or not an employee of the District, is subject to the equal employment opportunity requirements of Title 5 and the District's Equal Employment Opportunity Plan. Such an individual shall receive appropriate training prior to their participation on a screening committee on the following topics:
 - i. The requirements of the Title 5 regulations on equal employment opportunity (section 53000 et seq.),
 - ii. The requirements of federal and state nondiscrimination laws,
 - iii. The requirements of the District's Equal Employment Opportunity Plan,
 - iv. The District's policies on nondiscrimination, recruitment, and hiring,
 - v. The educational benefits of workforce diversity,
 - vi. The elimination of bias in hiring decisions; and
 - vii. Best practices in serving on a screening committee.
- b. Persons serving in the above capacities will receive EEO training within the 12 months prior to service. Individuals who have not received this training will not be allowed to serve on screening committees. The District's Equal Employment Opportunity Officer ensures that the required training is provided.
- c. All screening committee members must attend the orientation meeting to:
 - i. Review the responsibilities of committee members.
 - ii. Sign the mandatory confidentiality agreement. Violations of confidentiality of the hiring process, may lead to removal from the committee by the EEO Officer.
 - iii. Determine if they will accept additional materials brought to the interview, i.e., resumes, portfolios, handouts, etc.
 - iv. Determine screening criteria and weighting of criteria from the job announcement.

- v. Provide input into interview questions,
 - vi. Determine the duration, subject matter, format, and weight of the teaching demonstration, recommended to be 30-40% of the total score.
 - vii. Discuss the importance of rating with internal consistency and following policies.
 - viii. Discuss the importance of removing bias from the hiring process and increasing diversity. Demographic data of faculty and students at the college, by division and by discipline will be distributed to faculty annually.
 - ix. Discuss what makes a strong candidate:
 - a. Areas of emphasis from the job description
 - b. Norming of interview question response expectations and essential elements of the teaching demonstration by content experts,
 - c. Determine Diversity question(s) and high-quality response(s), and
 - d. Coordinate interview schedules.
- d. If a committee member misses the orientation or a committee member needs to be replaced after the orientation meeting has been held, every effort will be made to provide and individual orientation for that committee member.
- e. The District's Equal Employment Officer (CHRO) serves as a resource regarding district and state guidelines while monitoring the district's equal employment opportunity procedures, including review of job announcements, composition and procedures of screening committees, and adequacy of the applicant pool.

9. Evaluating the Applicant Pool

- a. After the application deadline has passed, the Human Resources Office reviews completed and timely applications to assess which candidates clearly satisfy the minimum qualifications set forth in the job announcement.
- b. When applicants indicate they meet the minimum qualifications through equivalency process or there are questions about their qualifications, Human Resources will confer with the screening committee chair and the equivalencies committee chair. The equivalencies committee chair and the screening committee chair will make the final determination.
- c. If there is a question on the breadth and depth of the applicant pool, the CIO/CSSO, Screening Committee Chair, Academic Senate President and the CHRO will determine if the process should continue.
- d. If it is determined that the pool lacks breadth and depth, the District may:
 - i. Extend the deadline and pursue focused recruitment to increase the number of qualified applicants; or
 - ii. Postpone the filling of the position and the CHRO will contact the Academic Staffing Committee Chair.

10. Screening of Qualified Applications

- a. With mutual agreement, the Academic Senate, CIO/CSSO, and Chief Human Resources Officer will develop a standard screening process.
- b. With mutual agreement between the Academic Senate President, the CIO/CSSO, the screening committee chair, and the CHRO, a modified screening process may be used for specific positions. However, any such modifications must be agreed to prior to the job announcement being finalized.
- c. Screening criteria comes directly from the job announcement, referenced above in section D. Screening criteria is determined and the weight of such criteria is determined by the screening committee during the screening committee orientation.
- d. After the position review date occurs and applications have been deemed to meet minimum qualifications or meet equivalencies; members of the screening committee then review all qualified applications and select applicants for an interview who best meet the screening criteria. The screening committee shall evaluate the applicant's materials using a rating system to evaluate information submitted according to the agreed-upon criteria. This shall include evaluating the candidates' experience working with and understanding of diversity based on the applicants Philosophy of Diversity Statement.
- e. If a screening committee member identifies false information in the application packet, or later during an interview, they are to alert the Human Resources Director or CHRO.
- f. Screening committee members will not discount the potential of a candidate and only look for past experience doing the same job.
- g. The screening committee will meet to deliberate on scores and determine which candidates to invite for an interview.
- h. The screening committee is encouraged to be inclusive and interview a large number of candidates at the first level.
- i. The Human Resources Office will call those applicants selected for an interview and will notify the candidates not forwarded for interview.

11. Interview and Evaluation of Candidates

- a. With mutual agreement, the Academic Senate, CIO/CSSO, and Chief Human Resources Officer will develop a standard interview process.
- b. With mutual agreement between the Senate, the CIO/CSSO, and the CHRO, a modified interview process may be used for specific positions. However, any such modifications must be agreed to prior to the closing of that specific position.
- c. The screening committee shall create a welcoming environment for all candidates and treat all candidates uniformly, giving each equal time to answer the interview questions.
- d. A full set of applications for those candidates being interviewed will be provided to the screening committee chair.

- e. The SCR shall provide consistent, written instructions to the applicant encouraging them to read the entire question carefully and to give clear and complete answers.
- f. The screening committee shall evaluate candidates interviewed using a rating system to evaluate responses according to the agreed-upon criteria. This shall include evaluating a question about diversity.
- g. Questions, by any committee member, are encouraged when the candidate provides a vague answer that makes scoring difficult. Reminders should be given by the SCR to candidates who omit part of a multi-part question.
- h. In all cases, all academic positions will require the candidate to provide the screening committee with some form of demonstration, such as a classroom lesson or problem-solving scenario. The teaching demonstration should account for 30-40% of the overall total score for each candidate, as determined by the screening committee during the orientation.
- i. Individual screening committee members must be present for all interviews in order to participate in the evaluation of candidates.

12. Screening Committee Deliberations

- a. The HR generalist assigned to the recruitment will compile the scores for the committee to review as part of the deliberations meeting.
- b. The screening committee chair shall facilitate the committee deliberation discussion regarding compiled scores, strengths and weaknesses of the candidates in relation to discipline competency and departmental needs. Committee members may raise or lower their scores in light of insights gained through discussion and will make their best effort to maintain internal consistency in scoring. The screening committee will determine natural breaks and cutoff points in the scoring of candidates. The screening committee's recommendation of final interview candidates is based on this deliberation.
- c. The Screening Committee will advance top candidates, usually three to five, but no less than two, for final interviews.
- d. In most cases, if the screening committee can only recommend one candidate, the pool lacks breadth and depth and the process should be terminated. In very unusual cases (and only with the mutual agreement among the CIO/CSSO, CHRO, and the Academic Senate President), the screening committee may recommend a single candidate to the CEO. However, the CEO reserves the right to reject the single candidate.
- e. If the screening committee determines they do not wish to forward any candidates to final interviews, the process will be deemed a failed search and the position will either be re-advertised or postponed.
- f. Those candidates not selected will be contacted timely by Human Resources.

13. Final Interview Process

- a. The final interview committee is usually composed of the CEO or their designee,

the selection committee chair or designee, the CIO/CSSO or their designee, and is confirmed by the CEO.

- b. The CEO will work with Human Resources to create the final interview questions.
- c. To ensure consistency in the process, all efforts should be exhausted to have the final interview committee membership remain the same for all final interviews.
- d. If a finalist cannot attend the interview due to illness, every effort will be made to reschedule the interview if it does not disrupt the hiring process.
- e. Each candidate will be given clear instructions about expectations for the final interview.
- f. Once final interviews conclude, the CEO or their designee will lead the deliberation discussion with the final interview committee. Top finalists will have references called as noted below.
- g. With the recommendation of the Academic Staffing Committee and approval of the CEO, and if the job announcement included appropriate pool language, additional candidates may be hired from the same applicant pool for the same exact position for up to one year.
- h. Once final interviews conclude, if the CEO is not satisfied with any of the finalists recommended by the screening committee, the CEO may request the screening committee to reassemble and review those candidates who were and were not interviewed at the final level previously.
 - i. After further review, the screening committee may decide to forward additional candidates for final interviews. If the screening committee finds that there are no additional candidates to send forward for a final interview, the hiring process ends.
 - ii. The position may be re-advertised or the hiring process may be postponed.

14. Reference Checking Process

- a. Prior supervisory references for selected finalists will be contacted by the CIO/CSSO or designee. Reference questions will be provided by Human Resources. Results of these references will be recorded in writing and submitted to Human Resources.
- b. Human Resources will conduct past employment verification reference checks. Results of these references will be recorded in writing and retained by Human Resources.
- c. Additionally, any reference information listed on the employment application may be contacted by Human Resources or the CIO/CSSO or designee.
- d. All above steps must be completed before an offer of employment can be made.

15. Conditional Offers of Employment and Notification to Finalists

- a. The CEO will make the final hiring decision and recommendation to the Board of Trustees. If the CEO delegates this responsibility to the CIO or CSSO, whomever chairs the final hiring committee, makes the final hiring decision.

- b. After the reference checking process above is completed, The CEO, CIO/CSSO or designee will confirm salary placement with Human Resources and will notify the selected candidate of their conditional offer of employment pending a criminal background check, physical exam, and TB test. After the candidate has accepted the job offer, the CIO will notify the CHRO.
- c. In most cases the CIO/CSSO will telephone unsuccessful finalists to report the decision. The Human Resources Office will contact all other candidates by letter in a timely manner.
- d. Prior to the announcement of the selected candidate, the CIO/CSSO or designee shall notify the screening committee chair, the department chair, and the Academic Senate president regarding the decision. Final hiring decisions are made whenever possible during the regular academic year. If the decision is made outside the academic year, the information will be communicated to the committee members via email.
- e. The CHRO or designee is authorized to make or rescind conditional offers of employment, make formal employment offers and discuss compensation, benefits, conditions of employment, etc.

16. Process Finalization

- a. The screening committee chairperson is responsible for the completion and submission of all forms and paperwork related to the screening and interview process.
- b. The Human Resources Office will maintain file information on each hiring process and respond to all complaints regarding the process.

DISCUSSION ITEM TOPIC:

Add Codes and Open Enrollment

ISSUE BACKGROUND:

There is concern on the part of some Faculty members that the manner in which course enrollment add codes are utilized in conjunction with open self-enrollment for students via MyCanyons registration is creating confusion. Specifically, the confusion is in terms of roster size as well as instructional concerns regarding self-enrolling students within the extended period of time prior to each term's Census date, but after the start of the term or class section.

Currently when a class section reaches maximum enrollment it is closed and a waitlist is started for the course. In this scenario, a course may be closed, but the waitlist is still active up until the Friday before the term. Enrollment may still occur as students drop and the auto-waitlist function operates. Currently, instructors add codes cannot be used prior to the first day of the course. And of course, those add codes only then work until the add deadline.

For a full semester length course, if the class section has not reached maximum enrollment by the first day of class, students can continue to add themselves during the period between the first day of the term and the second Monday of the term (or until the class reaches maximum enrollment – whichever comes first.) At the same time students are permitted to enroll themselves via MyCanyons.

For short term classes, if the class section has not reached maximum enrollment, students will be able to add themselves into the class until the add deadline or until the course reaches the maximum number of students.

The concern is not only inadvertently exceeding the section enrollment capacity, but more so, having students enroll into sections after the term has started, but without enabling instructors to make their own determination about student enrollment as related to course curriculum. Many faculty believe that having students add themselves after having missed one or two weeks of instruction not only undermines instructor control of the learning environment but sets students up for detrimental learning outcomes if critical class information and meeting time has already been missed. There are also concerns that halting self-enrollment past the start date of a class section or term would be detrimental to students in other ways.

At the March 4, 2021 meeting of the Academic Senate this issue was first presented for discussion. The result of that discussion was a request to return the matter for further

consideration. There was a request to have specific options presented to the Senate for consideration of adoption. The options are found below.

ISSUE TO BE DETERMINED:

Which, of the following options, should the Academic Senate adopt as an add code enrollment policy? To restate:

Option #1 – make no changes to the current add code enrollment policy and process. To restate:

Currently when a class section reaches maximum enrollment it is closed and a waitlist is started for the course. In this scenario, a course may be closed, but the waitlist is still active up until the Friday before the term. Enrollment may still occur as students drop and the auto-waitlist function operates. Currently, instructors add codes cannot be used prior to the first day of the course. And of course, those add codes only then work until the add deadline.

For full semester length course, if the class section has not reached maximum enrollment by the first day of class, students can continue to add themselves during the period between the first day of the term and the second Monday of the term (or until the class reaches maximum enrollment – whichever comes first.) At the same time students are permitted to enroll themselves via MyCanyons.

For short term classes, if the class section has not reached maximum enrollment, students will be able to add themselves into the class until the add deadline or until the course reaches the maximum number of students.

Option #2 – maintain the current policy and process as outlined in Option #1 with the exception that the period of open enrollment for students via MyCanyons will end 24 hours after the first-class meeting (or until the class reaches maximum enrollment – whichever comes first.)

Option #3 - maintain the current policy and process as outlined in Option #1 with the exception that the period of open enrollment for students via MyCanyons will end on the Thursday of the first week of the term, or until the class reaches maximum enrollment, whichever comes first.

Option #4 – Halt the practice of allowing student self-enrollment from the class start date to the conclusion of the first week of the term, thereby giving total control of enrollment through the issuance of add codes by instructors only from the start date of the class and thereafter.

BP 4232 DIGITAL CREDENTIALS

The CEO shall establish procedures for the creation and issuance of Digital Credentials.

The District shall rely primarily on the recommendations of the Academic Senate regarding the creation and issuance of Transcriptable Digital Credentials.

AP 4232 DIGITAL CREDENTIALS

4232.1 DEFINITIONS

Digital Credentials – Digitally-created symbols or icons that serve to visually represent, identify, or highlight degree or certificate completion, competencies, skills, or other achievements.

Transcriptable Digital Credentials – Digital Credentials issued as secondary, validated representations of the District's officially conferred degrees and certificates, in both credit and noncredit programs, and hosted on the District Digital Credential Platform.

Non-Transcriptable Digital Credentials – Digital Credentials issued for the recognition of a competency, skill, completion of a specific activity or event, participation, or other achievement or accomplishment other than those represented by a Transcriptable Digital Credential and hosted on the District Digital Credential Platform.

Metadata – Coded or uncoded content that digitally accompanies each Digital Credential to substantiate the degree, certificate, skill, experience, award, certification, or achievement that the Digital Credential represents.

District – The Santa Clarita Community College District.

District Digital Credential Platform – A software program, hosted in-house or by an outside vendor, which provides the computerized structure upon which the District will establish and administer the Transcriptable Digital Credentials or Non-Transcriptable Digital Credentials authorized by BP 4232.

Create (Creation) – The act of substantively developing categories of Digital Credentials and specific Digital Credentials.

Issue (Issuance) – The act of awarding a Digital Credential to a recipient.

Issuer - A District-affiliated individual (i.e. faculty member), department, organization, or program that Issues a Digital Credential.

Disbursement – The administrative act of ensuring an officially issued digital credential is digitally delivered to the student in the manner set forth by these or other procedures or rules.

4232.2 DIGITAL CREDENTIAL PLATFORM

The District shall establish, or otherwise secure access to, at least one District Digital Credential Platform which provides recipients of Digital Credentials web-based access to them on the District Digital Credential Platform for at least five years following Issuance and allows for use of those Digital Credentials on the Open Badge platform. As much as possible and to enhance the practical value of the Digital Credentials, Digital Credentials should be compatible with the District's various portals, networks, and systems.

4232.3 TRANSCRIPTABLE DIGITAL CREDENTIALS

A. Transcriptable Digital Credential Design – Working with the District Public Information Office, the Vice President of Student Services or designee shall be responsible for the design of all Transcriptable Digital Credentials, which must incorporate the District’s name, logo, trademark, or other indicia of relationship to the District.

B. Digital Credential Disbursement – Only the District may act as Issuer of Transcriptable Digital Credentials. The District shall Issue a Transcriptable Digital Credential to each student to whom the District has awarded a certificate or degree beginning the fall semester following the adoption of this administrative procedure.

C. Metadata - The Academic Senate shall adopt a statement to be incorporated into the Metadata that clearly states that all Transcriptable Digital Credentials are representative of a District-issued certificate or degree. The Transcriptable Digital Credentials Metadata must identify the District as the Issuer and recite the applicable program’s description and requirements as approved by the Curriculum Committee.

D. Examples of Transcriptable Digital Credentials

- a. District awarded Associate of Arts or Science Degree
- b. District awarded Certificate of Specialization
- c. District awarded Certificate of Achievement
- d. District awarded Certificate of Competency (noncredit)
- e. District awarded Certificate of Completion (noncredit)

4232.4 NON-TRANSCRIPTABLE DIGITAL CREDENTIALS

A. Scope and Authority – The District shall not directly Issue Non-Transcriptable Digital Credentials and neither the credential design nor Metadata may indicate any equivalency to a District-issued certificate or degree nor official endorsement by the District. Non-Transcriptable Digital Credentials shall not display the District’s name or official logo in the credential design. The design may, however, utilize College of the Canyon’s name and logo when permitted by Board Policy 1100 and any other applicable policy and/or procedure.

B. Administration of Digital Credential Disbursement - An Issuer may Issue Non-Transcriptable Digital Credentials upon approval by the department chair, dean, or executive cabinet member having responsibility for, or supervisory authority over, the Issuer. However, a Non-Transcriptable Digital Credential may only be Issued in recognition of activities undertaken or completed, or work performed in, a specific class or campus organization with the advance consent of both the recipient’s faculty/advisor for the specific class or campus organization and, when applicable, the corresponding department chair. The academic freedom of academic departments and/or individual faculty members, as reasonably applicable, regarding questions regarding the issuance of Non-Transcriptable Digital Credentials shall be respected.

C. Metadata - The Academic Senate shall adopt a statement to be included in the Metadata that clearly indicates that Non-Transcriptable Digital Credentials are not equivalent to a District-issued certificate or degree. The Metadata of Non-Transcriptable Digital Credentials shall contain the name of the Issuer.

D. Examples of Individual Non-Transcriptable Digital Credentials:

- a. Recognition of skills or skill attainment
- b. Record of experience (participation)
- c. Industry certifications
- d. Student Club Participation or award

4232.5 INTELLECTUAL PROPERTY

Nothing in this procedure shall be construed as altering the District’s intellectual property rights and interests. This procedure will only apply to Digital Credentials first Issued after the procedure’s initial adoption.