



# College of the Canyons Academic Senate

November 3, 2022

3:00 p.m. to 5:00 p.m.

Hybrid Format, via Zoom & in-person in Mentry-343

Join Zoom Meeting

<https://canyonsonline.zoom.us/j/97917495774?pwd=SExPY3UvbUZpUXVCS3F4aEU2VjlPUT09>

Meeting ID: 979 1749 5774 Passcode: 724800

One tap mobile +16694449171, US+16699009128, US (San Jose)

## 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](mailto: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](mailto:academicsenateinfo@canyons.edu) or asked via zoom chat feature.*
3. Approval of the Agenda
4. Committee Appointments:
  1. Academic Senate Ad Hoc Committee on Local Diversity Requirement (pg. 3)
5. Sub-Committee Summaries:
  1. Senate Executive Committee Summary from Sept. 22, 2022 (pg. 8-10)
6. Approval of the Consent Calendar

Academic Senate Summary, October 20, 2022 (pg. 4-7)	<a href="#">Curriculum Committee Summary</a> , October 27, 2022
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### B. Reports

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

1. PAC-B Annual Committee Chair Report, Jason Burgdorfer
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.*

1. Student, Equity and Achievement (SEA Plan), Dr. Jasmin Ruys
  - a. [SEA Plan](#)
  - b. [SEA Metric Overview](#) (Information only)
  - c. [SEA Plan Overview](#) (Information only)
2. Academic Freedom Report, Chris Blakey (pg. 11-20)
3. Faculty Professional Development Committee (FPDC), Teresa Ciardi (pg. 21-26)

### D. Discussion

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

1. Self Service/Student Registration Proposed Changes, Steve Erwin, Lisa Sawyer & David Andrus

2. Student Onboarding/Orientation Discussion, David Andrus, Garrett Hooper & Dr. Jasmine Ruys
3. Academic Senate Standing Policy-Online/Online Live, David Andrus (pg. 27-28)
4. Face-to-Face Modality Student Contact Hours Reminder, David Andrus

#### **E. Unfinished Business**

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

1. Academic Integrity Taskforce
2. CTE Toolkit Rubrics

#### **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. Department Chair Training Workshops
2. Tenure Committee Training Workshops
3. Academic Senate Standing Policy-Approved Modalities
4. Sustainable Climate Presentation
5. Senate Budget Report & Survey Results

#### **G. Announcements**

- Next Academic Senate Meeting Fall 2022: Nov. 17<sup>th</sup>, Dec. 8<sup>th</sup>, 2022. Spring 2022: Feb. 9<sup>th</sup>, Feb. 23<sup>rd</sup>, March 9<sup>th</sup>, March 23<sup>rd</sup>, April 13<sup>th</sup>, April 27<sup>th</sup>, May 11<sup>th</sup> & May 25<sup>th</sup>
- 2023 ASCCC Curriculum Institute-Hybrid Event: July 12<sup>th</sup> – 15<sup>th</sup>, 2023, Riverside Convention Center in Riverside.
- 2023 ASCCC Faculty Leadership Institute: June 15<sup>th</sup>-17<sup>th</sup>, 2023, Westin San Francisco Airport Hotel.
- 2023 ASCCC Spring Plenary Sessions: April 20<sup>th</sup> -22<sup>nd</sup>, 2023, Double Tree by Hilton Hotel Anaheim, Orange County

#### **H. Adjournment**

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<https://canyonsonline.zoom.us/j/97917495774?pwd=SExPY3UvbUZpUXVCS3F4aEU2VjIjPUT09>

**Please note:**

**This meeting will be broadcasted at the following locations via zoom**

1. Canyon Country Campus, Don Takeda Science Center, located at 17200 Sierra Highway, Santa Clarita CA. Office #CCLV-336
2. 1117 Walnut Street, Inglewood, CA 90301
3. 6405 SW Puppy Place, Bentonville, AR

## Academic Senate Ad Hoc Committee on Local Diversity Requirement

First Name	Last Name	FTF/Adjunct
Pamela	Williams-Paez	FTF, Co-Chair
Alene	Terzian	FTF, Co-Chair
David	Andrus	FTF
Katie	Coleman	FTF
Preeta	Saxena	Adjunct
Robert	Wonser	FTF
Tricia	George	FTF

## Academic Senate Retreat Meeting Summary for October 20, 2022

Voting Members					
Senate President	David Andrus	X	Business Senator	Gary Quire	X
Vice President	Lisa Hooper	X	Learning Resources Senator	Jennifer Thompson	X
Curriculum Chair	Tricia George	X	Personal & Professional Learning Senator	<i>Lisa Hooper proxy for Garrett Rieck</i>	X
Policy Review Chair	Gary Collis	X	At Large Senator	Ambika Silva	X
AT Senator	Regina Blasberg	X	At Large Senator	Jennifer Paris	X
MSHP-MSE Senator	Shane Ramey <i>via zoom</i>	X	At Large Senator	Erica Seubert	X
MSHP-HPPS Senator	<i>Jessica Crowley proxy for Tammy Bathke via zoom</i>	X	At Large Senator	Rebecca Shepherd	X
VAPA Senator	David Brill	X	At Large Senator	<i>Rebecca Shepherd proxy for Benjamin Riveira</i>	A
Student Services Senator	Garrett Hooper	X	Adjunct Senator	<i>Arshia Malekzadeh via zoom</i>	X
Humanities Senator	Mike Harutunian	X	Adjunct Senator	Jesse Vera	X
Kinesiology/Athletics Senator	Phil Marcellin	A	Adjunct Senator	Jesse Vera proxy for Mireya Milian	X
SBS Senator	Tammera Rice <i>via Zoom</i>	X	X= Present	A= Absent	

Non-voting Members			
Dr. Omar Torres	A	Jeff Gregor	A
Marilyn Jimenez	X	Jason Burgdorfer (COCFA President)	X
Dan Portillo (Warren Heaton AFT Rep)	A	ASG Student Representative- Nick Nyain	X

Guest							
Amy Foote	X	Dr. Daylene Meuschke	X	Fernando Osorio	X	Michael Felix	X
Ana Palmer	X	Dilek-Sanver-Wang	X	Jennifer Smolos Steele	X	Dr. Preeta Saxena	X
Andy McCutcheon	X	Dr. Kathy Bakhit	X	Dr. Jasmine Ruys	X	Samantha Escalera	X
Anzhela Grigoryan	X	Heather Dotter	X	Leslie Carr	X	Siane Holland	X
Christopher Blakey	X	David Stevenson	X	Maral Markarian	X	Teresa Ciardi	X

### A. Routine Matters

5. Call to order: 3:06pm
6. Public Comment:
  - a. There will be a Veterans event held next Thursday by the UCEN that will be available for all veterans and their families. There was clarification that members of the armed forces are allowed to recruit students on campus so long as they are set up/registered as a vendor through the appropriate campus office(s).
7. Approval of the Agenda

- a. Motion to approve the agenda by Jesse Vera, seconded by Ambika Silva. Jessica Crowley proxy for Tammy Bathke (yes, vote), Jesse Vera proxy for Mireya Milian (yes). Unanimous. Approved.
- 8. Committee Appointments: none
- 7. Sub-Committee Summaries: none
- 8. Approval of the Consent Calendar
  - a. Motion to approve the consent calendar by Rebecca Shepherd, seconded by David Brill. Jessica Crowley proxy for Tammy Bathke (yes vote), Jesse Vera proxy for Mireya Milian (yes vote), Rebecca Shepherd proxy for Ben Riviera (yes vote). Unanimous. Approved.

Academic Senate Summary, October 6, 2022 (pg. 3-7)	<a href="#">Curriculum Committee Summary, October 13, 2022</a>
<a href="#">Educational Administrators Retreat Rights List</a>	

## B. Reports

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

- 3. Program Review Committee Chair Annual Report, Dr. Rebecca Eikey (pg. 8-11)
  - a. Dr. Rebecca Eikey submitted a written report.
- 4. Academic Senate Presidents Report, David Andrus
  - a. [ASCCC Vice President Report for Area C](#)
    - I. This report was shared at the Area C meeting. This report gives an update on various statewide initiatives coming through.
  - b. [ASCCC Area C Preliminary Resolution Packet Fall 2022](#)
    - I. These packets will be shared at the upcoming Area C Plenary and will be refined and coalesced into one to send out to all senate presidents.
  - c. [ASCCC Additional Area C Proposed Resolutions](#)
    - I. David will send the resolutions packet to the entire campus and welcomes any feedback on resolutions. The packet covers multiple subject matter areas.
  - d. [Educational Facilities Master Plan \(EFMP\)](#): David filled out the non-instructional form for the Educational Facilities Master Plan and filled out all the prompts for the Senate. A request was added for a larger permanent room as the Senate has outgrown its existing conference room in BONH 330.

## C. Action Items

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

- 4. Discipline Assignment for new full-time faculty hired Fall 2022
  - a. XanTh Stack, Engineering Support (Surveying, Engineering Aides) (pg. 12-13)
  - b. Motion to approve the discipline memo for XanTh Stack by Regina Blasberg, seconded by Erica Seubert. Jessica Crowley proxy for Tammy Bathke (yes vote), Jesse Vera proxy for Mireya Milian (yes vote), Rebecca Shepherd proxy for Ben Riviera (yes vote). Unanimous. Approved.
- 5. Administrator Retreat Rights Discipline Memos for Spring 2022
  - a. It was clarified that these discipline memos had not previously gone through the approval process.
  - b. Motion to approve the Administrator Retreat Rights Discipline Memos by Mike Haratunian, seconded by Jennifer Paris. Jessica Crowley proxy for Tammy Bathke (yes

vote), Jesse Vera proxy for Mireya Milian (yes vote), Rebecca Shepherd proxy for Ben Riviera (yes vote). Unanimous. Approved.

Dr. Rian Medlin, <i>Educational Administrator; Political Science</i> (pg. 14-15)	Dr. Jasmine Ruys, <i>Educational Administrator, Counseling</i> (pg. 21-22)
John Milburn, <i>Educational Administrator; Psychology</i> (pg. 16-17)	October Ryan, <i>Educational Administrator, Counseling, Psychology</i> (pg. 23-24)
Chad Peters, <i>Educational Administrator; Health; Physical Education; Recreation Administration</i> (pg. 18-20)	Joy Shoemate, <i>Educational Administrator, Business, Business Education, Marketing</i> (pg. 25-27)

6. [Curriculum Approval Certification 2022](#), Tricia George
  - a. The document also allows for local control of courses and course curriculum.
  - b. Motion to approve by Lisa Hooper, seconded by Rebecca Shepherd. Jessica Crowley proxy for Tammy Bathke (yes vote), Jesse Vera proxy for Mireya Milian (yes vote), Rebecca Shepherd proxy for Ben Riviera (yes vote). 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. Student, Equity and Achievement (SEA Plan), Dr. Jasmine Ruys
  - [SEA Metric Overview FINAL](#)
  - [SEA Plan Overview FINAL](#)
    1. The purpose of this data is to adopt a plan for the college to direct its resources and focus for the highest level of success. There are 5 metrics of standard data defined by the State which require the setting of goals such as access, persistence and retention, transfer to 4 year & completion. To be identified as a disproportionately impacted student the college looks at the data to compare rates. The SEA work group focused on First Time, First Gen, African American/Black & Hispanic LatinX students. First time non-credit students may be counted in the future. The final plan will be finalized and will return as an action item on Nov. 3<sup>rd</sup>.
2. Academic Freedom Report, Chris Blakey (pg. 28-37)
  - This report was created as a foundational guiding principle of Academic Freedom that faculty and the District can rely upon and reference. The next report will focus on textbook adoption as related to academic freedom rights. This current document will be adopted to supplement the BP/AP. Academic Freedom applies to all faculty. Nationally, there have been attacks on faculty regarding their instructional rights in the classroom. This is especially true during a highly charged political environment. Establishing a strong awareness and culture of academic freedom can strengthen teaching and the educational process. Academic freedom is also a core aspect of tenure. Faculty need to preserve Academic Freedom and If there is a violation faculty need to speak out. This item will return as action.
3. Faculty Professional Development Committee (FPDC), Teresa Ciardi (pg. 38-43)
  - There was a suggestion to remove the 21-day deadline and instead have it as a recommendation. Under section 12, B. a revision was made to state that, *"A proposal must be submitted within the fiscal year, for which flex credit is requested, by June 30th at the latest."* The FPDC travel document will be further discussed. The COCFA contract is

referenced regarding eligibility for compensation. AFT will also be referenced. This procedure will be tentatively listed as action on Nov. 3<sup>rd</sup>.

4. [Academic Senate Survey Results](#), David Andrus
  - The survey results, budget report and the program review will return on the next agenda.

**Note:** The Academic Senate Adjunct Faculty Newsletter created by Mireya Milian was shared to bring awareness to this new aspect of Senate communication and to acknowledge the hard work of Mireya as new Lead Adjunct Senator.

#### **E. Unfinished Business**

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

3. Academic Integrity Taskforce
4. CTE Toolkit Rubrics
5. Academic Senate Survey
6. Climate Survey

#### **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.*

6. Department Chair Training Workshops
7. Tenure Committee Training Workshops

#### **G. Announcements**

- [Next Academic Senate Meeting Fall 2022](#): Nov. 3<sup>rd</sup>, Nov. 17<sup>th</sup>, Dec. 8<sup>th</sup>, 2022.
- [2022 Fall ASCCC Plenary Session-Hybrid Event](#): Nov. 3<sup>rd</sup> – 5<sup>th</sup>, 2022, The Sheraton Grand Sacramento
- [2023 ASCCC Curriculum Institute-Hybrid Event](#): July 12<sup>th</sup> – 15<sup>th</sup>, 2023, Riverside Convention Center in Riverside.
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#### **H. Adjournment: 5:10 pm**

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5. 903 Shirley Ave, Northridge, CA 91324
6. 6405 SW Puppy Place, Bentonville, AR



COLLEGE OF THE CANYONS  
ACADEMIC SENATE  
EXECUTIVE COMMITTEE MEETING

**September 22, 2022**

**11:00 a.m. to 12:00 p.m.**

**Join Zoom Meeting**

<https://canyonsonline.zoom.us/j/85169181557?pwd=Si84RmlZQXgvWjRjSHdwdzRvRzJ4Zz09>

Meeting ID: 851 6918 1557; Passcode: 239064

One tap mobile +16694449171; US+17207072699 US (Denver)

**Summary**

**Attendees:** David Andrus, Garrett Rieck, Marilyn Jimenez, Gary Collis, , Lisa Hooper, Claudia Acosta , Katie Coleman, Chris Blakey, Miriam Golbert, Gary Quire, Jason Burgdorfer, Tricia George, Wendy Brill, Teresa Ciardi

**A. Routine Matters**

1. Call to order: 11:07 am
2. Public Comment:
  - I. A question was addressed regarding where the Academic Senate stands on High FLEX pedagogy curriculum and where the state is heading with this. A conservative approach was taken as the idea was to not have instructors develop pedagogical instruction that would need to be undone. Curriculum questions will need to be addressed with Tricia George. This is now largely a discussion with expert faculty, department chairs, deans', and the office of instruction to see what will work for disciplines. There was a request for Academic Senate to have a discussion regarding institutional commitment to face to face classes.
3. Approval of the Agenda
  - I. Motion to approve the agenda by Lisa Hooper, seconded by Garrett Rieck. Unanimous. Approved

**B. Consent Calendar**

1. Adoption of May 19, 2022 Ex. Comm. Summary (pg. 3-5)
  - I. Motion to adopt the summary with the dilation of awards by Gary Collis, seconded by Lisa Hooper. Unanimous. Approved

**C. Reports:**

1. Academic Senate Presidents Report
  - I. Communications Officer Position: There is a call for nomination for the communications officer created last year via the Const. & By-laws and the



expectation is for the person to oversee the Senate newsletter. The rest of the duties are depending on how that person will want to get involved. It is suggested to have Senate Exec members talk to their committees to spread the word.

- II. BOT meeting update: There are a lot of funds, and the college is growing the balance fund. There is a recommendation to increase the reserve from 5-8 % to 16%. The chancellor's stated this is an innovators budget. The budget is not unlimited and there is concern with having all new programs be detrimental to existing programs. There are funds to support the sub-committees of the senate. If any committee needs resources, please contact David.
- III. Academic Staffing Committee (ASC) Update: At ASC some new positions were scored. There are 73 positions on the staffing list however only 30 can be hired. Miriam feels comfortable with their process, and they are aware of enrollment trends in terms of staffing.

**D. Action:**

None

**E. Discussion**

- 1. Future Meeting Dates/Times/Format
  - I. The committee unanimously agreed to continue to meet on Thursdays, once a month at 11am. The meeting will also continue via zoom.
- 2. Debrief of Spring 2022 Faculty Awards Process
  - a. Fall 2022 ASCCC Awards Process
    - I. Deliberation Meetings: There is a request to hold deliberation meetings for awards in April as May can be a busy month.
    - II. Award Nomination Marketing: There is a need for more marketing for the overall process and the award categories. Need to communicate the award process to colleagues in division meetings. Jim temple is willing to work to create a nomination process form.
    - III. Renomination of past award winners: It is possible that those who are awards winners could be re-nominated as they deserve it due to their continuous work. It was not clear if some awards were recognizing the totally of their work or just the work done for the year being nominated.
    - IV. Collegial Celebration: Michael Dermody's is interested hosting this event again. There is support from friends in the budget office who have helped with funds to purchase the perpetual plaques and awards.
    - V. Ed. Facilities Master Plan: The senate needs a new meeting place as the Senate has outgrown its existing conference room.
    - VI. Award Nomination Eligibility: Members of the Senate Exec committee are eligible to nominate themselves. However, self-nomination was never discussed until after the process was adopted. There are some people concerned regarding taking on new duty's vs self-nomination. If a committee member is nominated, they should

refuse themselves from the process.

- VII. Award Criteria: Some of the award criteria focused whether the area being promoting was marketable. There is concern that instead of stating if the work could be reproduced by a school that it should focus on whether the work was helpful for students. It was clarified that the award criteria were borrowed from the statewide as the goal was to reduce the workload to be able to send a nominees to the state.

3. Fall, 2022 ASCCC Area C & Plenary Resolutions
  - This is an opportunity for faculty to be heard on resolutions for the entire state. If anyone has ideas for developing resolutions, please contact David. Resolutions need to be adopted locally first before going statewide.
4. 2022/23 COC District Budget
  - a. Academic Senate Program Review
    - This program review was from last year and was included as reference.
  - b. Committee Program Reviews?
5. Committee Needs? Future Business?
6. Will populate meeting once a month for.

#### **E. Unfinished Business**

#### **F. Announcements**

- Next Academic Senate Meeting Fall 2022: Oct. 6<sup>th</sup>, Oct. 20<sup>th</sup>, Nov. 3<sup>rd</sup>, Nov. 17<sup>th</sup>, Dec. 8<sup>th</sup>, 2022.
- 2022 ASCCC Role of local Academic Senates and Curriculum Committees in regard to GE Webinar: Sept. 27<sup>th</sup>, 2022
- 2022 Fall ASCCC Addressing the impact of California General Education Transfer Curriculum (CalGETC) Webinar: Oct. 3<sup>rd</sup>, 2023 & Oct. 6<sup>th</sup>, 2022
- 2022 Fall ASCCC Plenary Session-Hybrid Event: Nov. 3<sup>rd</sup> – 5<sup>th</sup>, 2022, The Sheraton Grand Sacramento
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#### **G. Adjournment: 12:01 pm.**

**Committee on Academic Freedom  
Conditional Report:**

**What are the Essential Parameters of Academic Freedom Inside and  
Outside the Classroom?**

September, 2022

Chris Blakey  
Chair

Kelly Burke  
Member

Robert Farkas  
Member

Tricia George  
Member

Urvashi Juneja  
Member

Karyl Kicenski  
Member

Deanna Riveira  
Member

Lauren Rome  
Member

Prepared for College of the Canyons Academic Senate

**What are the Essential Parameters of Academic Freedom Inside and  
Outside the Classroom?**

I. Introduction

The importance of academic freedom for college and university faculty has long been regarded as fundamental to the educational mission of institutions of higher education. Yet even though the central importance of academic freedom is almost universally acknowledged in academia, there remain questions and confusions about its precise nature and the scope of its application. This Conditional Report will attempt to clarify these matters as they relate to faculty expression inside the classroom and outside the classroom. It will also provide brief comment on several “problem areas” that regularly appear as concerns of the surrounding community and of students. The Report will attempt to touch on central concerns, with full acknowledgement that not all relevant concerns can be addressed in this Report.

II. Academic Freedom: What is it and Why does it Matter?

- A. The Organization of American Historians (OAH) sums it up nicely: “Academic freedom is the principle of freedom of expression for scholars engaged in discipline-related teaching, learning, research, publication and service. Academic freedom is the foundation of intellectual discovery, it ensures an open search for knowledge and nourishes the environment within which students develop critical habits of mind essential to the citizenry of a democratic society. Academic freedom entails both rights and responsibilities.”<sup>1</sup>
- B. The American Association of University Professors (AAUP) affirms that academic freedom is foundational because “the common good depends on the free search for truth and its free expression”.<sup>2</sup>
- C. Academic freedom includes the freedom of faculty to choose materials for their courses, including textbooks, and to arrange assignments and assessments as they see fit.<sup>3</sup>
- D. All rights and responsibilities related to academic freedom in the classroom apply equally to full-time (tenured and non-tenured) as well as part-time (non-tenured) instructors.
- E. The protection offered by academic freedom to faculty in a given discipline is critical because it allows those faculty the space needed to work out differing

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<sup>1</sup> “Academic Freedom Guidelines and Best Practices,” *Organization of American Historians*, <https://www.oah.org/about/governance/policies/academic-freedom-guidelines-and-best-practices/>.

<sup>2</sup> “1940 Statement of Principles on Academic Freedom and Tenure with 1970 Interpretive Comments,” AAUP, *Policy Documents and Reports*, 11<sup>th</sup> ed. (Baltimore: Johns Hopkins University Press, 2015), 14.

<sup>3</sup> “The Freedom to Teach,” AAUP, *Policy Documents and Reports*, 11<sup>th</sup> ed. (Baltimore: Johns Hopkins University Press, 2015), 28. This is subject to relevant limits including consistency with the Course Outline of Record, and democratically determined departmental policy on texts for multiple sectioned or sequential courses.

viewpoints, bodies of evidence, and ways to approach the material. Essentially, faculty and scholars more broadly learn how to conduct research and pursue truth in their particular fields as part of their professional training, and that training then allows each scholar to assess ideas in relation to their discipline.<sup>4</sup> However, over the course of a given scholar's career, their individual understanding of their chosen field will inherently continue to develop. In turn, as a given scholar collaborates with fellow scholars and students – each bringing to the table different areas of expertise, interests, backgrounds, influences, and the like – faculty test and refine the insights of fellow academics in their disciplines, which is a fundamental aspect of how humans have learned and continue to learn within college and university systems. The principle of academic freedom allows such intellectual discoveries to unfold.<sup>5</sup>

III. What Does Academic Freedom Imply for Faculty Speech in the Classroom?

- A. In the classroom, faculty have the freedom “affording instructors wide latitude to decide how to approach a subject, how best to present and explore the material, and so forth”.<sup>6</sup> This includes the freedom to discuss any controversial ideas that are germane to the subject matter.
- B. The AAUP *1940 Statement of Principles on Academic Freedom and Tenure with 1970 Interpretive Comments* does note that faculty “should be careful not to introduce into their teaching controversial matter which has no relation to their subject,”<sup>7</sup> but specifically notes the intent of this statement is not to discourage the discussion of controversial material. And it further states: “Controversy is at the heart of the free academic inquiry which the entire statement is designed to foster. The [above noted] passage serves to underscore the need for teachers to avoid persistently intruding material which has no relation to their subject.”<sup>8</sup>

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<sup>4</sup> Building on this point, it's worth noting that there is no perfect body of knowledge in anyone's mind or even yet in this world as a whole. In other words, pursuing the truth of a given academic discipline is complex as no one gets the whole of it, especially if a given scholar is one of the earlier minds to produce work in that field or if they study a field without many other contributors. That means scholars will naturally make mistakes and thus rely on the pertinent insights of others to reveal their blind spots.

<sup>5</sup> See the Appendix for further exploration of some historical context to consider about how intellectual discoveries take time and often many contributors.

<sup>6</sup> “Freedom in the Classroom,” AAUP, *Policy Documents and Reports*, 11<sup>th</sup> ed. (Baltimore: Johns Hopkins University Press, 2015), 20.

<sup>7</sup> “1940 Statement of Principles on Academic Freedom and Tenure with 1970 Interpretive Comments,” AAUP, *Policy Documents and Reports*, 11<sup>th</sup> ed. (Baltimore: Johns Hopkins University Press, 2015), 14.

<sup>8</sup> “1940 Statement of Principles on Academic Freedom and Tenure with 1970 Interpretive Comments,” AAUP, *Policy Documents and Reports*, 11<sup>th</sup> ed. (Baltimore: Johns Hopkins University Press, 2015), 14, note 4.

- IV. What counts as relevant classroom material?
- A. What counts as relevant class material cannot be strictly determined merely by reference to the wording of the course description. As the AAUP notes:  
“Whether material is relevant to a better understanding of a subject matter cannot be determined merely by looking at the course description.”<sup>9</sup>
  - B. It is quite easy to see how a teacher in literature, history, philosophy, or critical reasoning might helpfully use an illustration that has to do with former president Donald Trump or with some recent U.S. policy issue in order to encourage deeper thought and to demonstrate the relevancy of a subject. There may be parallels between a character in a literary work and a modern personality, there may be historical parallels relating to societal dynamics, there may be illuminating examples of behavior that might illustrate a point in moral philosophy, or perhaps examples of political rhetoric that clearly illustrate fallacious reasoning. While such specific examples may not in any way be named or mentioned in course descriptions or course outlines, “if an instructor cannot stimulate discussion and encourage critical thought by drawing analogies or parallels, the vigor and vibrancy of classroom discussion will be stultified.”<sup>10</sup> And further, the fact that some students may not clearly grasp how an instructor’s use of contemporary persons or events connect to class material, does not justifiably rule out their use as germane to the subject.
  - C. Cases in which an instructor persistently introduces subject matter that clearly has no relevance to issues being discussed in class, and about which the instructor makes no in-class effort to clarify the relationship between that subject matter and course content, or which does not afford students opportunity to apply concepts being discussed in class, are not appropriate, and are not protected by academic freedom in the classroom.
- V. How Does the Right to Free Speech Relate to Academic Freedom in the Classroom?
- A. Academic freedom is a specifically aimed protection for college and university faculty members for the purpose of allowing unrestricted pursuit of knowledge and truth in their respective fields of study through research, teaching, publication, and service. Academic freedom assumes the faculty member has

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<sup>9</sup>“Freedom in the Classroom,” AAUP, *Policy Documents and Reports*, 11<sup>th</sup> ed. (Baltimore: Johns Hopkins University Press, 2015), 24.

<sup>10</sup> “Freedom in the Classroom,” AAUP, *Policy Documents and Reports*, 11<sup>th</sup> ed. (Baltimore: Johns Hopkins University Press, 2015), 24.

the training and discipline-related knowledge to carry out this pursuit in an appropriate way. In relation to this Conditional Report, it has to do with faculty speech in the classroom, and it is limited by what is relevant and helpful in the teaching process in any particular class.

- B. Freedom of speech is a right that all people within the jurisdiction of the United States possess. It covers all forms of speech, and (unlike with academic freedom) is not subject to the level of the speaker's knowledge or expertise in a particular subject matter.<sup>11</sup>
- C. So, even though all U.S. citizens, including faculty who are citizens, possess the right to freedom of speech, it does not follow that a faculty member can justify *any* in-class verbal expression merely by citing their right to freedom of speech. When in the classroom, a faculty member's speech is limited in the ways appropriate to the concerns of their subject matter in the ways discussed above in this Conditional Report.

VI. What Does Academic Freedom Imply for Faculty Expression Outside the Classroom?

- A. The *AAUP 1940 Statement of Principles on Academic Freedom and Tenure with 1970 Interpretive Comments* says "College and university teachers are citizens, members of a learned profession, and officers of an educational institution. When they speak or write as citizens, they should be free from institutional censorship or discipline, but their special position in the community imposes special obligations. As scholars and educational officers, they should remember that the public may judge their profession and their institution by their utterances. Hence, they should at all times be accurate, should exercise appropriate restraint, should show respect for the opinions of others, and should make every effort to indicate that they are not speaking for the institution."<sup>12</sup>
- B. Thus, it is clear that while college and university teachers enjoy the right of freedom of expression<sup>13</sup> outside the classroom as do other citizens, being members in the academic profession carries with it certain expectations and duties. These duties are to their institution, to their profession, and to their

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<sup>11</sup> It should be noted that freedom of speech is not an absolute right, and there are a number of cases that are legally regarded as limiting free expression. Such cases arise when forms of expression may negatively affect less privileged groups' freedom of expression, negatively affect national security, or cause other harms documented in various official court proceedings.

<sup>12</sup> "1940 Statement of Principles on Academic Freedom and Tenure with 1970 Interpretive Comments," AAUP, *Policy Documents and Reports*, 11<sup>th</sup> ed. (Baltimore: Johns Hopkins University Press, 2015), 14.

<sup>13</sup> This would include, but not be limited to, verbal expression, writing, and interactions on social media.

respective discipline, as related to what is appropriate in the pursuit of intellectual discovery.

- C. Cases may arise in which college or university administration may object that a faculty member, in some extracurricular verbal expression, has violated the duties or responsibilities associated with faculty membership, and is therefore, unfit for their position in the institution. In such cases, “The controlling principle is that a faculty member’s expression of opinion as a citizen cannot constitute grounds for dismissal unless it clearly demonstrates the faculty member’s unfitness for his or her position. Extramural utterances rarely bear upon the faculty member’s fitness for the position. Moreover, a final decision should take into account the faculty member’s entire record as a teacher and scholar.”<sup>14</sup>

## VII. How does Academic Freedom relate to Electronic Communications?

- A. Introduction - Changes in technology continue to proliferate creating new ways to use electronic communication devices within a growing number of contexts—both inside and outside academia. The trends in the use of electronic media by faculty for both personal and professional uses consequently complicate the boundaries of the “classroom.” As AAUP argues “a classroom is not simply a physical space, but any location, real or virtual, in which instruction occurs...” This Report affirms that regardless of classroom type, material or virtual, “the protections of academic freedom and a faculty member’s rights to intellectual property in lectures, syllabi, exams, and similar materials are as applicable as they have been in the physical classroom.”<sup>15</sup> In short, from the perspective of digital communication, a distinction between inside and outside classroom walls becomes rather meaningless, as the AAUP has noted. In this way, this Report affirms that research and publication, teaching, email, and other professional communication facilitated by electronic means ought to be protected by the principles of academic freedom, free inquiry, and freedom of expression. What follows in this Section highlights some central concerns regarding the relation between academic freedom and electronic communication.
- B. The Internet is widely used in today’s world for research and publication. The 2004 AAUP report affirmed: “The basic precept in the 1940 *Statement of Principles on Academic Freedom and Tenure* that, teachers are entitled to full freedom in research and the publication of the results applies with no less force to the use of electronic media for the conduct of research and dissemination of

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<sup>14</sup> “1940 Statement of Principles on Academic Freedom and Tenure with 1970 Interpretive Comments,” AAUP, *Policy Documents and Reports*, 11<sup>th</sup> ed. (Baltimore: Johns Hopkins University Press, 2015), 15.

<sup>15</sup> AAUP, *Report on Academic Freedom and Electronic Communications*. (November 2013) 46.  
<https://www.aaup.org/report/academic-freedom-and-electronic-communications-2014>



findings and results than it applies to the use of more traditional media.”<sup>16</sup>

Faculty members who publish digitally are the copyright owners of their research and may decide how their research is accessed. The AAUP’s *Statement on Copyright* affirmed, “it has been the prevailing academic practice to treat the faculty member as the copyright owner of the works that are created independently and at the faculty member’s own initiative for traditional academic purposes.”<sup>17</sup>

- C. The concept of the classroom has broadened in recent times. The commonality of offering learning materials via online learning-management systems and the rapid development in online education, “suggests that academic freedom in online classrooms is no less critical than it is in the traditional classroom”.<sup>18</sup> Faculty websites and postings on online learning-management systems should enjoy the protection of academic freedom. However, “instructors should exercise care when posting material for courses on department faculty sites that also include potentially controversial *non-instructional* material.”<sup>19</sup> This is for the purpose of differentiating what is course content and what is not.
- D. “The 1940 *Statement of Principles* cautions that faculty members when speaking as citizens outside the institutional setting, ‘should make every effort to indicate that they are not speaking for the institution’<sup>20</sup>.” But the digital world is not as black and white as a printed document. A statement made by a faculty member on a website or through email or social media may be distributed broadly within minutes, and any disclaimer that the institution bears no responsibility for the statement may be lost. The nature of electronic communication is such that any statement can be decontextualized. Thus, faculty members cannot be held responsible for always indicating that they are speaking as individuals and not in the name of their institution, “especially if doing so will place an undue burden on the faculty member’s ability to express views in electronic media.”<sup>21</sup>
- E. Therefore, academic freedom should apply to faculty members’ posted content within electronic social media. Each ought to “have the freedom to address the larger community with regard to any matter of social, political, economic, or other interest without institutional discipline or restraint, save in response to

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<sup>16</sup> AAUP, *Academic Freedom and Electronic Communications*, November 2013, 43. *Academe* 91 (January – February 2005) 55-59.

<sup>17</sup> AAUP, *Policy Documents and Reports*, 11<sup>th</sup> Ed. (Baltimore: John Hopkins University Press, 2015), 264.

<sup>18</sup> AAUP, *Policy Documents and Reports*, 11<sup>th</sup> Ed. (Baltimore: Johns Hopkins University Press, 2015), 46.

<sup>19</sup> AAUP, *Policy Documents and Reports*, 11<sup>th</sup> Ed. (Baltimore: Johns Hopkins University Press, 2015), 47.

<sup>20</sup> AAUP, *Policy Documents and Reports*, 11<sup>th</sup> Ed. (Baltimore: Johns Hopkins University Press, 2015), 49.

<sup>21</sup> AAUP, *Policy Documents and Reports*, 11<sup>th</sup> Ed. (Baltimore: Johns Hopkins University Press, 2015), 50.

fundamental violations of professional ethics or statements that suggest disciplinary incompetence.”<sup>22</sup>

- F. According to the AAUP’s 2013 report *Academic Freedom and Electronic Communications*, “The AAUP has upheld the right of faculty members to speak freely about internal college or university affairs as a fundamental principle of academic freedom that applies as much to electronic communications as it applies to written and oral ones. This includes the right of faculty members to communicate with one another about their conditions of employment and to organize on their behalf.”<sup>23</sup>

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<sup>22</sup> “Protecting an Independent Faculty Voice: Academic Freedom after *Garcetti v. Ceballos*,” *Policy Documents and Reports*, 126–29.

<sup>23</sup> AAUP, *Academic Freedom and Electronic Communications*, November 2013, 48.

## Appendix

### Why Academic Freedom Matters, a Historical Perspective

While the origins of some Western universities date back to the 11<sup>th</sup> – 13<sup>th</sup> c.<sup>24</sup>, the true value in these universities becomes clearer in the Enlightenment due to developments such as the Scientific Revolution. This can be seen, for example, with Isaac Newton's contributions to establish what is now known as the Scientific Method with his pioneering study of prisms when he published *Opticks* (1704).<sup>25</sup> Newton's research approach can be credited at least in part due to his autonomy in his field which was respected by the University of Cambridge, which allowed him to decide how to choose his focus for research, how to set up his experiment, and also how to write up and publish his results. And yet, while helping to establish the Scientific Method was pivotal in the progression of scientific thought, it's important to note that it took generations for scientists across Europe to learn how to set up formal experiments and also how to study evidence thoroughly before presenting their results to others. This messiness can be seen with James Lind's experiments in 1747 to discover a cure for scurvy in that the design of his experiment was elegant and simple, and yet he buried his conclusion in a 450-page treatise that touched on numerous other ideas, which meant that the significance of his findings about citrus fruits was lost for another 40 years.<sup>26</sup> Indeed, pivotal scholars and their ideas don't and realistically can't change their field all at once. Rather, like rippling waves, their insights affect individuals one at a time, with each scholar needing time and space to absorb and make sense of these new ideas.

Likewise, scholars today continually absorb, apply, and sometimes refine the insights of peers in their respective disciplines, continually demonstrating how messy the nature of scholarship and academic discourses can be. For example, widely accepted and taught scientific theories like Newton's own theory of gravity and Bohr's model of the atom are up for debate as new minds

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<sup>24</sup> The University of Oxford was founded in the 11<sup>th</sup> c., the University of Cambridge in the 13<sup>th</sup> c., and the University of Paris in the 13<sup>th</sup> c., and so these three are among the oldest universities in the West and even in the world:

"Introduction and history," *The University of Oxford* online, 2022, <https://www.ox.ac.uk/about/organisation/history>; "Cambridge through the Centuries," *University of Cambridge* online, 2022, <https://www.cam.ac.uk/about-the-university/history/timeline>; "History," *Sorbonne University* online, 2022, <https://www.sorbonne-universite.fr/en/university/history-and-heritage/history>.

<sup>25</sup> While his experiments about gravity are his most famous, it was actually Newton's prism experiment which truly revolutionized scientists' ability to learn about the world. His decision to document his whole experimental procedure when publishing his findings about prisms and light in his text called *Opticks* (1704) – in other words, his willingness to share how he conducted his research so that others could repeat the experiment – is considered an important step in the development of the Scientific Method, such as can be read in Stephen A. Edwards, "Isaac Newton and the problem of color," *American Association for the Advancement of Science*, 2012, <https://www.aaas.org/isaac-newton-and-problem-color>; "The Age of Enlightenment: The Scientific Revolution," *Lumen Learning* online, 2022, <https://courses.lumenlearning.com/boundless-worldhistory/chapter/the-scientific-revolution/>.

<sup>26</sup> Marcus White, "James Lind: The man who helped to cure scurvy with lemons," *BBC News* online, 2016, <https://www.bbc.com/news/uk-england-37320399>.

and new generations of scholars approach old ideas with new lenses and technology.<sup>27</sup> However, if – as a given scholar explores the realm of their discipline – there is suddenly a threat that they can be removed from their classes, publicly humiliated, lose their job, or be otherwise punished for mistaken ideas which are often the building blocks of how humanity learns, that will create a chilling effect over the whole of what faculty do and why they were drawn to the world of colleges and universities – i.e. the world of ideas – in the first place. Academic work is not that of an Olympic gymnast trying always to score a perfect 10 in front of a panel of judges by producing an agreed upon routine of moves already invented and performed by others. Rather, when academics work, it is more akin to a team of detectives as they continually sort through and question what they already know, what they think they know, and what they need more information about as they solve the mysteries of their given fields.

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<sup>27</sup> For example, consider Adrian Cho, “Famous shadow of black hole provides novel test for new theories of gravity: Your cool new theory dies immediately if it can’t get the size of that shadow right,” *Science*, 2020. <https://www.science.org/content/article/famous-shadow-black-hole-provides-novel-test-new-theories-gravity>; John Horgan, “David Bohm, Quantum Mechanics and Enlightenment: The visionary physicist, whose ideas remain influential, sought spiritual as well as scientific illumination,” *Scientific American*, 2018, <https://blogs.scientificamerican.com/cross-check/david-bohm-quantum-mechanics-and-enlightenment/>.

## **College of the Canyons**

### **Faculty Professional Development Committee (FPDC)**

#### **Guidelines and Operating Procedures, DRAFT Fall 2022 FINAL 10.24.2022**

#### **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~~) and CETL.

#### **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:~~

~~CETL (Center for Excellence in Teaching and Learning)~~

~~Center for Excellence in Teaching and Learning (CETL)~~

~~Committee for Assessing Student Learning (CASL)~~

~~Program Review (PR)~~

##### ~~Collegial Consultation Committees:~~

~~Academic Senate~~

~~Accreditation Committee~~

~~CPT (College Planning Team)~~

~~College Planning Team (CPT)~~

~~Institutional Effectiveness and Inclusive Excellent Steering Committee (IE<sup>2</sup>)~~

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

Other:

~~Professional Development Coordinating Committee (PDCC)~~

## **V. Duties and Functions**

- A. ~~FPDC plans~~ **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 recommendations for changes to the Academic Senate
- D. **Maintains and updates list of pre-approved FLEX activities**
- D. ~~The FPDC~~ Evaluates **and discusses** 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 **1-year term. minimum of one full academic year but They may serve more than 1 year and** may resign from the FPDC at any time.
- B. Appointed representatives will be voting members of the Faculty Professional Development Committee.
  - a. School of Applied Technologies
  - b. School of Business
  - c. School of Humanities
  - d. School of Kinesiology
  - e. School of Learning Resources
  - f. Math, Science and Engineering Division
  - g. Health Professions and Public Safety Division
  - h. School of Personal and Professional Learning
  - i. School of Social and Behavioral Sciences
  - j. School of Visual and Performing Arts
  - k. Student Services
  - l. 2 full-time faculty at large representatives
  - m. 2 adjunct faculty at large representatives
  - n. 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 or division 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 they also act as their school's appointed representative.
- C. A quorum ~~will~~ **shall** be 50% of the total current voting members of the committee.
- E. Alternates may attend in place of school representatives, and they may vote if designated as proxy.
- F. All who attend FPDC meetings may participate in discussion.

## **VIII. Responsibilities of Committee Members**

- A. Attend and participate in all regularly scheduled FPDC meetings.
- B. **Notify chair(s) if unable to participate and designate a proxy if possible.**
  - a. ~~If a member is unable to attend, the member must notify the chair(s), and they are encouraged to ask another faculty member to participate as a proxy.~~
- C. Undertake due diligence in reviewing faculty proposals and reports ~~and participate in the voting for faculty proposals.~~
- D. **Participate in committee discussions, voting, and planning.**
- E. Participate in the **planning and** development ~~and scheduling of fall and spring of~~ Professional Development (FLEX) Week activities.
- F. Act as a liaison to their school, report to and solicit feedback from their constituencies.
- G. 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~~ **Work in** consultation with the Director of Professional Development:
  - i. Schedule FPDC meetings and develop meeting agendas
  - ii. Plan Professional Development Week (FLEX) activities
  - iii. Facilitate committee discussions and committee work

- iv. **Review and** maintain minutes
- C. Recruit committee members as needed
- D. Evaluate proposals and reports during off-contract periods, independent of regular members
- E. **Collaborate with Director of Professional Development to communicate**  
~~Notifications of committee decisions on faculty for all FLEX proposals and~~  
**reports submitted by 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. Per AFT contract, Adjunct Faculty who complete approved FLEX activities will be paid according to specifications outlined within the AFT contract.**
- ~~E. Faculty may fulfill their 41 hours of professional development obligation with any committee approved activity.~~
- F. Workshops and activities that have been consistently approved by FPDC will be included on a pre-approved list. The pre-approved list may be routinely updated and will be published on the FPDC ~~internet~~ **website**. Pre-approved activities will be automatically added to the current professional development management system, after required information has been received.
- G. 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~~



- H. Proposals ~~for FLEX credit submitted to satisfy faculty professional development obligation hours~~ will be reviewed by the FPDC in the order they are received.
  - i. ~~It is recommended that proposals for FLEX credit be submitted within 21 days of the activity~~
  - ii. ~~It is strongly recommended that proposals for FLEX activities that occur in fall be submitted by first week of November~~
  - iii. ~~It is strongly recommended that proposals for FLEX activities that occur in spring be submitted by first week of May~~
- H. ~~Proposals for FLEX credit that are submitted between the last committee meeting in spring and end of fiscal will be reviewed by the committee chair(s)~~  
~~Proposals submitted after the last committee meeting in spring, but before June 30<sup>th</sup> will be reviewed by the committee chair(s). Proposals submitted in winter and in summer after June 30<sup>th</sup> may be considered after the start of the regular semester or by the committee chair(s).~~
- I. ~~If an a FLEX eligible activity or proposal is completed during an off-contract period, the proposal may either be reviewed by the committee chair(s) or after the start 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-~~considered~~ submitted. The faculty may ~~present~~ submit additional information, either in person or in writing, at the next FPDC meeting.
- K. Professional development hours ~~for workshops will depend on whether faculty is a participant or presenter will be counted:~~
  - 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.
- M. ~~If the activity is eligible for salary advancement, faculty must choose either FLEX hours or salary advancement for the activity.~~

## **XII. Guidelines for Proposals**

- A. The proposal form will be available on the current professional development management system ~~and is for any activity that is not a COC workshop.~~
- ~~B. Proposals must be submitted within the fiscal year for which FLEX credit is requested; end of fiscal is June 30. should be submitted in advance of the activity and must be submitted within 21 days of completion of the activity.~~
- C. Conferences/non-COC Training** require uploading the conference agenda reflecting the day(s) and hours of the conference (~~not the link~~). ~~Links to conference information will not suffice.~~ If a conference overlaps with classroom teaching time and/or office hours, the faculty ~~should~~ **must** 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 for the**

purpose of verifying conference was attended and for district and FPDC program review tracking purposes.

- D. Independent project proposals ~~must be received by the Monday following Spring Break to be considered for credit during the current academic year. A~~ **require a** detailed timeline of dates and hours planned for project work ~~is required~~. Faculty must complete and submit a **final** report which includes a reflection on professional growth and any **describes any** products that resulted **(i.e., new OER material for course)**, ~~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 **from the activity** ~~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~~ **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~~ **may also receive** FLEX credit.
  - 3. ASG Club Advisors who guide student club activities **toward achieving goals** and/or mentor students in the club.
  - 4. ISP **Mentorships involving potential and/or current international students** ~~Mentorship of potential international students and/or international students taking classes at COC, and~~
  - 5. ISP Mentorships **involving collaborations** with faculty abroad.

**XIII.** Faculty Professional Development Committee decisions will be in accordance with Title V 55724.a.4, Education Code section 87153, and College of the Canyons Board Policies.



## **Academic Senate for College of the Canyons STANDING POLICY**

### **Online/OnlineLIVE Modality**

In collaboration with the offices of Instruction, Online Education and the Educational Technology Committee, and for purposes of ensuring effective student learning and to uphold regulatory and professional academic standards, the Academic Senate hereby establishes this policy to formally define the Online/OnlineLIVE instructional modality.

“Online/OnlineLIVE” is a blended modality combining two previously authorized and defined instructional modalities at College of the Canyons. Online/OnlineLIVE is a distance education modality, subject to District Administrative Procedure 4105, the Academic Senate Distance Education Faculty Handbook, and state and federal policies and regulations governing Distance Education.

College of the Canyons has established the "Online" modality as 100% Fully Online Asynchronous (FOA) instructional delivery.

The Academic Senate at College of the Canyons previously approved a definition of the OnlineLIVE modality, which is as follows:

“OnlineLIVE” is considered synchronous instruction through ConferZoom on the days and times listed in the class schedule. Such days and times are intended to replace face-to-face class meetings for lecture, small group discussion, and other activities normally associated with on-ground class session and are not voluntary for the student or instructor, nor to be replaced with any asynchronous instruction. The clause, “...nor to be replaced with any asynchronous instruction” shall be interpreted to mean that no class meetings in their entirety as listed in the schedule of classes shall be wholly replaced with asynchronous instruction. Asynchronous instruction is allowed as a component of a synchronous class session, provided that the instructor is synchronously available to students during the entire class meeting time.

Online/OnlineLIVE is a blended modality defined collectively by the following criteria and guidelines:

1. Online/OnlineLIVE must adhere to previously established College of the Canyons instructional definitions and standards for both the Online, and OnlineLIVE modalities.

2. Online/OnlineLIVE must use the adopted District learning management system to support instructional delivery, verify student enrollment and identity, and ensure regular and substantive student interaction.
3. All scheduled synchronous contact hours must be published in the schedule of classes. The specific dates and meeting times must be published prior to the start of student enrollment for that class.
4. Any scheduled synchronous contact hours must be maintained and may not be replaced by asynchronous instruction.
5. Instructors must meet certification requirements to teach both Online and OnlineLIVE prior to the first day of Online/OnlineLIVE instruction.
6. No class shall be taught as Online/OnlineLive unless the appropriate modality is indicated on its Course Outline of Record.
7. In order to promote transparency and consistency for students, departments are encouraged to develop consistent scheduling patterns by course, in consultation with the Office of Instruction.

**Policy Rationale:**

At present, there is no formal definition of the Online/OnlineLIVE instructional modality found in California law or regulation. Only emerging customary understandings exist. The purpose of establishing formal guidelines for the Online/OnlineLIVE modality is to ensure students have adequate notice at the point of enrollment regarding the intended instructional delivery method(s). Doing so increases the likelihood of student success by making transparent the manner in which instruction for each class will be delivered. Students may then self select modalities based on personal preference. Establishing this policy is also necessary to ensure uniform and consistent academic standards as well as to guarantee instructional integrity for transfer institutions.