



# College of the Canyons Academic Senate

October 20, 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=SExPY3UvbUZpUXVCS3F4aEU2VjIjPUT09>

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:
5. Sub-Committee Summaries: none
6. Approval of the Consent Calendar

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.*

1. Program Review Committee Chair Annual Report, Dr. Rebecca Eikey (pg. 8-11)
2. Academic Senate Presidents Report, David Andrus
  - a. [ASCCC Vice President Report for Area C](#)
  - b. [ASCCC Area C Preliminary Resolution Packet Fall 2022](#)
  - c. [ASCCC Additional Area C Proposed Resolutions](#)

### C. Action Items

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

1. Discipline Assignment for new full-time faculty hired Fall 2022
  - XanTh Stack, Engineering Support (Surveying, Engineering Aides) (pg. 12-13)
2. Administrator Retreat Rights Discipline Memos for Spring 2022

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)
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3. [Curriculum Approval Certification 2022](#), Tricia George

#### 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
  - a. [SEA Metric Overview FINAL](#)
  - b. [SEA Plan Overview FINAL](#)
2. Academic Freedom Report, Chris Blakey (pg. 28-37)
3. Faculty Professional Development Committee (FPDC), Teresa Ciardi (pg. 38-43)
4. [Academic Senate Survey Results](#), 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
3. Academic Senate Survey
4. 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.*

1. Department Chair Training Workshops
2. 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.
- [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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The teleconference is accessible through the following link:

<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. 903 Shirley Ave, Northridge, CA 91324
3. 6405 SW Puppy Place, Bentonville, AR

## Academic Senate Retreat Meeting Summary for October 6, 2022

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

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

Guest							
Chris Blakey	X	Dr. Kathy Bakhit	X	Leslie Carr	X	SB Tucker	X
Dr. Daylene Meuschke	X	Jennifer Thompson	X	Michael Felix	X	Siane Holland	X
Dr. Deanna Riveira	X	Dr. Jasmine Ruys	X	Dr. Peter Hepburn	X	Teresa Ciardi	X
Desiree Goetting	X	Jessie Crowley	X	Dr. Preeta Saxena	X		
Dr. Edel Alonso		Dr. Julie Johnson	X	Samantha Escalera	X		

### A. Routine Matters

1. Call to order: 3:05pm
2. Public Comment:
  - a) On behalf of the Academic Senate sincerest condolences were offered to Dr. Dianne Van Hook for the recent passing of her husband Roger Van Hook. Senators were reminded that a flower arrangement was sent to her as an offering of our condolences.

- b) There was a request for a discussion item on self-service enrollment related to Wait lists. The reason why many students are not returning to campus is complicated. There has been some communication with administrations about this topic. In a recent NPR scientific personality study, it was discovered that the youngest generations have been the most impacted due to the pandemic.
  - c) Reminder that homecoming is next week on Thursday, October 13th. There will be free games and food trucks.
  - d) Dr. Edel Alonso shared her appreciation for the Academic Senate meetings and finds the discussions very thoughtful.
  - e) The ASG student representative reported that notes reflecting Senate meeting issues are taken back to ASG and to the students.
3. Approval of the Agenda
- a) There was a request to pull Action item C. #1., the discipline assignment for new faculty member XanTh Stack, from the agenda. This assignment will require some revisions and continued technical review.
  - b) Motion to approve the agenda with the noted removal of Action item C. #1 by Arshia Malekzadeh, seconded by Tammera Rice. Garrett Rieck proxy for Regina Blasberg (yes), Erica Seubert proxy for Jennifer Paris (yes) and Gary Collis proxy for Gary Quire (yes). Unanimous. Approved.
4. Committee Appointments: none
7. Sub-Committee Summaries: none
8. Approval of the Consent Calendar
- a) Motion to approve the consent calendar by Gary Collis, seconded by Rebeca Shepherd. Garrett Rieck proxy for Regina Blasberg (yes), Erica Seubert proxy for Jennifer Paris (yes) and Gary Collis proxy for Gary Quire (yes). Unanimous. Approved.

Academic Senate Summary, September 22, 2022 (pg. 3-6)	<a href="#">Curriculum Committee Summary, September 29, 2022</a>
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## B. Reports

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

1. Faculty Professional Development Committee (FDPC), Teresa Ciardi (pg. 7)
  - a) If anyone has any ideas for FLEX workshops, please contact Teresa Ciardi. The idea is to always pick a theme that embraces the institution. Many faculty are still transitioning to face-to-face classes with new perspectives, post-pandemic. It important to have that human connection. In response to post pandemic trends there is a need to have compassion and flexibility for students and faculty. The committee is requesting to immediately remove the 21-day requirement and update the guidelines. The FPDC procedures will return as discussion item on the next agenda.
2. Academic Senate Presidents Report, David Andrus
  - a) **Academic Senate Attendance Declaration Form:** As a reminder all senators need to fill out the online form before the Monday when the agenda is scheduled to go out. If someone wants to zoom from their office the location will need to be published. Proxies

only count towards quorum if they are held by someone who is not a member of the Senate.

- b) **Communications Officer Position:** There was a 3-week nomination period, and no nominations were received. This position will sit vacant for now.
- c) **Program Viability (PV) Committee:** Many thanks to Garrett Rieck for all his hard work. There is a plan to bring together staffing, curriculum, program initiation, modification, resource allocation issues. A few years ago, a BP policy was adopted defining what an academic department is and an AP outlining how to merge or split a dept. AP 4023 is administered by the PV Committee. That policy does not automatically apply when a program wants to move to a new dept., but it does when there is a new, merging, or splitting of depts. The Senate will work on changes to the BP/AP for PV, and this will go to the Policy Committee.

### C. Action Items

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

- 1. Revised Discipline memos & Discipline Assignments for new full-time faculty hired Fall 2022 (pg. 8-11)
  - a) XanTh Stack discipline memo was removed from this agenda, per a prior motion. Motion to approve the remaining discipline memos by Erica Seubert, seconded by Garrett Hooper. Garrett Rieck proxy for Regina Blasberg (yes), Erica Seubert proxy for Jennifer Paris (yes) and Gary Collis proxy for Gary Quire (yes). Unanimous. Approved.

David Pevsner, Kinesiology/PTA Assistant Director	Samir Hamawe, Counselor EOPS/CARE)
Rebecca Kochanowsky, Biology (Microbiology)	XanTh Stack, Land Surveying ( <b>Tabled, Not Approved</b> )

- 2. New full-time temporary (pg. 12)
  - a) Motion to approve the discipline memo for the new temporary faculty member by Garret Hooper, second Gary Collis. Garrett Rieck proxy for Regina Blasberg (yes), Erica Seubert proxy for Jennifer Paris (yes) and Gary Collis proxy for Gary Quire (yes), Rebecca Shepherd proxy for Tammera Rice (yes). Unanimous. Approved.

Claudenice Braga-McCalister, Construction Management and Construction Tech.
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- 3. BP 4400 Community Services Programs Policy, Gary Collis (pg. 13)
  - a) Motion to approve BP 4400 by Erica Seubert, seconded by Rebecca Shepherd. Garrett Rieck proxy for Regina Blasberg (yes), Erica Seubert proxy for Jennifer Paris (yes) and Gary Collis proxy for Gary Quire (yes), Rebecca Shepherd proxy for Tammera Rice (yes). 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. Campus Evacuation Drill, Jim Temple
  - a) For the fall 2022 semester, The Great Shake Out Drill is scheduled for Thursday, Oct. 20<sup>th</sup>. An email notification will go out in the morning with instructions and a map. The drill will take place from 2-2:10pm. For spring 2023 a Tuesday date for the 4<sup>th</sup> week was proposed.

2. Academic Freedom Report, Chris Blakey (pg. 14-23)
  - a) The committee will begin conducting workshops for FLEX credit on academic freedom. This proposed (conditional) report will serve as a foundation for those workshops and our collective understanding of Academic Freedom. Chris Blakey brought special attention to section 2A in the report which defines Academic Freedom as,
    - i. *“...the principle of freedom of expression for scholars engaged in discipline-related teaching, learning, research, publication and service.”*
  - b) Section III, sub section A, states that an instructor can talk about anything they can relate to the subject of their course. However, faculty cannot persistently discuss what is irrelevant to that course. In Section V. Academic Freedom is a right aimed at faculty scholars trained in a subject. Free Speech applies to all citizens but Freedom of Speech is not justification for an instructor to talk about whatever they want in a classroom. An instructor can write and have an article published. If an article is within their discipline, expertise should be exhibited that is consistent with being an academic officer. There are some limitations in regards to textbook selection and a committee’s authoritative work. These areas will be coming forward as report. This is a conditional report per the AP. This item will return as a discussion item.
  
6. Accreditation Resolution Library, Peter Hepburn & Jennifer Thompson (pg. 24)
  1. [ASCCC resolution](#)
  2. Current ACCJC Accreditation Standards: <https://accjc.org/wp-content/uploads/Accreditation-Standards-Adopted-June-2014.pdf>
  3. Draft ACCJC Accreditation Standards revisions: <https://accjc.org/wp-content/uploads/Draft-Standards-Fall2022.pdf>
    - i. The new ACCJC Accreditation Standards which came out in September eliminated librarians and counselors. The idea is that CCC’s would not have a library and instead attain accreditation by pointing to other student support services. The revised ACCJC draft dated for Nov. now includes librarians, counselors and the disability service 2.8 standards. David will be at the ASCCC Area C meeting to show support for librarians and counselors. Garrett Hooper will forward this resolution to counselors via the listserv.
  
7. [Student, Equity and Achievement \(SEA Plan\)](#), Dr. Jasmin Ruys
  - a) The SEA plan needs to align with the CCCCO Call to Action and mission of IDEAA. The main focus has been on the area of “Disproportionate Impact Metrics”. The SEA Plan Timelines was shared. There will be open hours for review and data. The next meeting is on Oct. 14<sup>th</sup> at 9am. Senators were asked to review the data and give feedback. The next IE2 meeting is scheduled for Oct. 11<sup>th</sup>. The plan is due Nov. 30<sup>th</sup> but the plan will be done by October. David will need to sign this document. This item will return as Discussion and again as Action.
  
8. Face-to-Face Modality Student Contact Hours Reminder, David Andrus
  - a) This item was tabled.

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

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2. Tenure Committee Training Workshops

#### **G. Announcements**

- Next Academic Senate Meeting Fall 2022: Oct. 20<sup>th</sup>, Nov. 3<sup>rd</sup>, Nov. 17<sup>th</sup>, Dec. 8<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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#### **H. Adjournment:** 5:04 pm

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5. 6405 SW Puppy Place, Bentonville, AR
6. 100 Capitol Mall Sacramento, CA. 95714



## Academic Program Review Committee

### Report to the Academic Senate, Fall 2022

- A. Academic Program Review Committee & Rebecca Eikey, Committee Chair.  
Meetings: 4<sup>th</sup> Wednesday at 1:30 – 2:50 pm/Zoom (working meeting the 2<sup>nd</sup> Wednesday at same time). Note: we share committee meeting times with CASL
- B. Committee Membership – Note: we share committee membership with CASL

Mary Powell	VAPA/CASL/Faculty Chair
Sab Matsumoto	VAPA/CASL Co-Chair
Rebecca Eikey	MSHP-MSE/Program Review Faculty Chair
<b>Faculty Appointments</b>	
<b>Faculty Member</b>	<b>Position</b>
Cindy Stephens	Social & Behavioral Sciences
VACANT	Business
VACANT	Learning Resources
Howard Fisher	KPEA/KPEI/KPET
Jeff Baker	VAPA
Brittany Applen	KPEA/Recreation Management
Alexa Dimakos	Humanities/ePortfolio Faculty Coordinator
VACANT	Student Services
Anh Vo	MSHP-HPPS
VACANT	Adjunct
Claudenice McCalister	Applied Tech.
<b>Other Members</b>	
Daylene Meuschke	Dean, Inst. Research, Planning & Effectiveness
Jeffrey Gregor	VP Academic Affairs
Dr. Kathy Bakhit	Dean MSHP

- C. Report Date: October 20, 2022
- D. Committee background/purpose objectives or goals  
The purpose of the Program Review Committee is to provide training,



advisement and assistance to College of the Canyons faculty and staff to facilitate and improve the program review process. The committee will provide leadership and guidance by reviewing comprehensive program reviews, annual plans, outcomes, and assessment cycles, and evaluating the program review planning process.

- E. A summary of what the committee has worked on, worked toward, and accomplished since its last annual report to the Senate, and over the course of the last academic year.
- Provided Program Review Training Sessions: November 12 and 16, 2021 with breakout rooms on Budget Module (Sharlene Coleal and Jason Hinkle), Data Trends Interpretation (Daylene Meuschke, Preeta Saxena, and IRPIE staff), CE Addendum (Gary Quire and Harriet Happel), SLO and Curriculum prompts (Curriculum Committee & CASL representative), Objectives and remaining narrative PR prompts (Program Review Chairs, Daylene Meuschke)
  - Created slight text changes and other enhancements intended to improve program review prompts (removed redundancy).
  - Integrated requests for Perkins funding in program review through the budget module for Career Education programs.
  - Improved Budget notifications so that Level 1 users get a notification when a budget request at Levels 2 or 3 are marked as “9999-Not Supported” or “7777-Funded by Another Source”.
  - Added as optional in the objectives section the College’s Foundational Commitments:
    - Note: The Strategic Goal with which the objective aligns is required but the Foundation Commitment is optional. Foundational commitments include financial stability, teaching & learning, technology advancement, student support, physical resources, cultural diversity, innovation, human resources, campus climate, institutional advancement, leadership, and institutional effectiveness.
- F. Committee main objectives, goals or projects for the current semester and academic year.

**The 2022-23 year is Year 2 (update year) of this 3-year cycle. The focus this semester is to provide training and assistance for completing the Year 2 update.**

Every academic department and administrative program complete a full program review every three years with annual updates. Year 1 of the cycle is a full update for all sections and Years 2 and 3 are update years with updates only in the objectives, student learning outcomes (academic program review), administrative unit outcomes (administrative program reviews and budget).

### **Timeline**

Academic Program Review opened Monday, October 10.  
Budget updates to open mid-October.

### **Training Sessions:**

- Wednesday, October 12: 11:30am-1pm:  
<https://canyonsonline.zoom.us/j/86465466391>
- Friday, October 21: 3-4:30pm: <https://canyonsonline.zoom.us/j/87026058383>  
  
- a repeat session

### **When is the program review due?**

- Level 1 (department chairs/administrators): Friday, December 9, 2022
- Level 2 (administrators): Friday, February 24, 2023
- Level 3 (executive cabinet): Friday, March 10, 2023

### **Resources**

Data visualization is embedded in the Academic Program Planning and Review module as well as available on [www.canyons.edu/data](http://www.canyons.edu/data) under the “Data Visualizations” link (see the data visualizations available under the “Academic Program Review” section). Currently, data displayed are through 2020/21.

We will continue to discuss how to support the program review experience as the year progresses.

G. Describe any challenges the committee has faced.

None.

We are fortunate to have strong and broad institutional support through Academic Affairs, Fiscal/Budget Services, Facilities, Technology and IRPIE.

The success of our program review process is achieved through thoughtful and supportive collaboration. We are **very thankful** for the dedication and time that all the administrators, staff, and faculty have made to improve the program review experience.

H. Do you need the Academic Senate, its Executive Committee, the Office of Instruction, or any other campus group to provide resource support to your committee for any upcoming initiatives or matters?

We need to continue our efforts through successful collaboration between all campus groups.

**If there are specific needs for program review improvement, we need to hear from you!** There is a **“FEEDBACK”** button on the left side of the APR screen. We find that feature to be underutilized and would like all to know that option is available for you to provide feedback to us so we can continue to improve our processes.

I. Upcoming Senate Agenda Items or New Future Senate business from this Committee?

# ***HUMAN RESOURCES OFFICE***

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Date: September 2, 2022  
Updated October 4, 2022

To: David Andrus  
President, Academic Senate

From: Gail Ishimoto  
Senior Human Resource Generalist

Subject: Discipline Assignment for XanTh Stack

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Name: XanTh Stack

Position: Land Surveying

Discipline Assignment: Engineering Support (Surveying, Engineering Aides)

The minimum qualifications for the discipline of Engineering Support (Surveying, Engineering Aides):

- Possession of an unexpired California Community College Instructor Credential in Land Surveying OR
- ✓ Any Bachelor's degree and two (2) years of full-time equivalent professional experience directly related to the faculty member's teaching assignment or the equivalent\* OR
- ✓ Any Associate degree and six (6) years of professional experience directly related to the faculty member's teaching assignment or the equivalent\*

XanTh Stack meets the minimum qualifications with:

- Bachelors degree in Construction Engineering Technology from California State Polytechnic University, Pomona
  - 11.82 years of professional experience directly related to the faculty member's teaching assignment
- 

Name: XanTh Stack

Position: Construction Technology

## Discipline Assignment: Construction Technology and Construction Management

The minimum qualifications for the discipline of Construction Technology and Construction Management:

- Possession of an unexpired California Community College Instructor Credential in Construction Technology OR
- ✓ Any Bachelor's degree and two (2) years of full-time equivalent professional experience directly related to the faculty member's teaching assignment or the equivalent\* OR
- ✓ Any Associate degree and six (6) years of professional experience directly related to the faculty member's teaching assignment or the equivalent\*

XanTh Stack meets the minimum qualifications with:

- Bachelors degree in Construction Engineering Technology from California State Polytechnic University, Pomona
- 11.82 years of professional experience directly related to the faculty member's teaching assignment

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Santa Clarita Community College District  
COLLEGE OF THE CANYONS

# ***HUMAN RESOURCES OFFICE***

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Date: September 20, 2022

To: David Andrus  
President, Academic Senate

From: Miranda Zamudio  
Senior Human Resources Generalist (Academic Personnel)

Subject: Discipline Assignment for Dr. Rian Medlin

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Name: Dr. Rian Medlin

Position: Interim Assistant Superintendent/Vice President, Human Resources

Discipline Assignment: Educational Administrator

The minimum qualifications for service as an educational administrator shall be both of the following:

- ✓ Possession of a Master's degree from an accredited college or university in a discipline reasonably related to the assignment AND
- ✓ Two (2) years of full-time academic administrative experience in an institution of higher education OR
  - A minimum of two (2) years of successful full-time leadership experience reasonably related to the administrator's administrative assignment; AND
  - A minimum of one (1) year of successful full-time experience providing leadership for a major district-level initiative/program; AND
  - Completion of a leadership training program of at least one (1) semester in duration.

Dr. Medlin meets the minimum qualifications with:

- Doctorate's in Education – Organizational Change and Leadership from University of Southern California
- Master's in Political Science and Government from California State University, Northridge

- 10 years and 2 months of successful full-time of full-time academic administrative experience in an institution of higher education

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Discipline Assignment: Political Science

The minimum qualifications for the discipline of Political Science:

- Possession of an unexpired California Community College Instructor Credential in Counseling OR
- ✓ Master's in degree in political science, government, or international relations
- OR a Bachelor's in any of the above AND Master's degree in economics, history, public administration, social science, sociology, any ethnic studies, JD, or LL.B.
- OR the equivalent

Dr. Medlin meets the minimum qualifications with:

- Master's in Political Science and Government from California State University, Northridge

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Santa Clarita Community College District  
COLLEGE OF THE CANYONS

# ***HUMAN RESOURCES OFFICE***

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Date: September 20, 2022

To: David Andrus  
President, Academic Senate

From: Miranda Zamudio  
Senior Human Resources Generalist (Academic Personnel)

Subject: Discipline Assignment for John Milburn

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Name: John Milburn

Position: Interim Assistant Superintendent/Vice President, Economic and Workforce Development

Discipline Assignment: Educational Administrator

The minimum qualifications for service as an educational administrator shall be both of the following:

- ✓ Possession of a Master's degree from an accredited college or university in a discipline reasonably related to the assignment AND
- ✓ Two (2) years of full-time academic administrative experience in an institution of higher education OR
  - A minimum of two (2) years of successful full-time leadership experience reasonably related to the administrator's administrative assignment; AND
  - A minimum of one (1) year of successful full-time experience providing leadership for a major district-level initiative/program; AND
  - Completion of a leadership training program of at least one (1) semester in duration.

John meets the minimum qualifications with:

- Master in Psychology with a concentration in Organization Development from Sonoma State University



- 24 years and 10 months of successful full-time academic administrative experience in an institution of higher education
- 

Discipline Assignment: Psychology

The minimum qualifications for the discipline of Psychology:

- ✓ Master's in degree in Psychology
- OR a Bachelor's in Psychology
- AND Master's in counseling, sociology, statistics neuroscience or social work.

John meets the minimum qualifications with:

- Master in Psychology with a concentration in Organization Development from Sonoma State University
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Santa Clarita Community College District  
COLLEGE OF THE CANYONS

# ***HUMAN RESOURCES OFFICE***

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Date: September 20, 2022

To: David Andrus  
President, Academic Senate

From: Miranda Zamudio  
Senior Human Resources Generalist (Academic Personnel)

Subject: Discipline Assignment for Chad Peters

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Name: Chad Peters

Position: Athletic Director

Discipline Assignment: Educational Administrator

The minimum qualifications for service as an educational administrator shall be both of the following:

- ✓ Possession of a Master's degree from an accredited college or university in a discipline reasonably related to the assignment AND
- ✓ Two (2) years of full-time academic administrative experience in an institution of higher education OR
  - A minimum of two (2) years of successful full-time leadership experience reasonably related to the administrator's administrative assignment; AND
  - A minimum of one (1) year of successful full-time experience providing leadership for a major district-level initiative/program; AND
  - Completion of a leadership training program of at least one (1) semester in duration.

Chad meets the minimum qualifications with:

- Masters in Health, Physical Education, and Recreation from Emporia State University
- Masters in Administration with a concentration in Health Care Management from California State University, Bakersfield

- 6 years and 2 months of successful full-time academic administrative experience in an institution of higher education
- 

#### Discipline Assignment: Health

The minimum qualifications for the discipline of Health:

- ✓ Master's in health science, health education, biology, nursing, physical education, kinesiology, exercise science, dietetics, nutrition or public health
- OR a Bachelor's in any of the above
- AND Master's in any biology science
- OR the equivalent

Chad meets the minimum qualifications with:

- Masters in Health, Physical Education, and Recreation from Emporia State University
- 

#### Discipline Assignment: Physical Education

The minimum qualifications for the discipline of Physical Education:

- ✓ Master's in physical education, exercise science, education with an emphasis in physical education, kinesiology, physiology of exercise or adaptive physical education
- OR a Bachelor's in any of the above
- AND Master's in any life science, dance, physiology, health education, recreation administration or physical therapy
- OR the equivalent

Chad meets the minimum qualifications with:

- Masters in Health, Physical Education, and Recreation from Emporia State University
-

## Discipline Assignment: Recreation Administration

The minimum qualifications for the discipline of Recreation Administration:

- ✓ Master's in recreation administration or physical education
- OR a Bachelor's in either of the above
- AND Master's in dance, gerontology or public administration
- OR the equivalent

Chad meets the minimum qualifications with:

- Masters in Health, Physical Education, and Recreation from Emporia State University

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Santa Clarita Community College District  
COLLEGE OF THE CANYONS

# ***HUMAN RESOURCES OFFICE***

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Date: September 20, 2022

To: David Andrus  
President, Academic Senate

From: Miranda Zamudio  
Senior Human Resources Generalist (Academic Personnel)

Subject: Discipline Assignment for Dr. Jasmin Ruys

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Name: Dr. Jasmine Ruys

Position: Assistant Superintendent/Vice President, Student Services

Discipline Assignment: Educational Administrator

The minimum qualifications for service as an educational administrator shall be both of the following:

- ✓ Possession of a Master's degree from an accredited college or university in a discipline reasonably related to the assignment AND
- ✓ Two (2) years of full-time academic administrative experience in an institution of higher education OR
  - A minimum of two (2) years of successful full-time leadership experience reasonably related to the administrator's administrative assignment; AND
  - A minimum of one (1) year of successful full-time experience providing leadership for a major district-level initiative/program; AND
  - Completion of a leadership training program of at least one (1) semester in duration.

Dr. Ruys meets the minimum qualifications with:

- Doctorate's in Education – Organizational Leadership from University of La Verne
- Master of Science – Educational Counseling from University of La Verne

- 15 years and 10 months of successful full-time academic administrative experience in an institution of higher education
- 

Discipline Assignment: Counseling

The minimum qualifications for the discipline of Counseling:

- ✓ Master's in counseling, rehabilitation counseling, clinical psychology, counseling psychology, guidance counseling, educational counseling, social work, career development, marriage and family therapy or marriage, family and child counseling
- OR the equivalent

Dr. Ruys meets the minimum qualifications with:

- Master of Science – Educational Counseling from University of La Verne
- 

Santa Clarita Community College District  
COLLEGE OF THE CANYONS

# ***HUMAN RESOURCES OFFICE***

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Date: September 20, 2022

To: David Andrus  
President, Academic Senate

From: Miranda Zamudio  
Senior Human Resources Generalist (Academic Personnel)

Subject: Discipline Assignment for October Ryan

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Name: October Ryan

Position: Assistant Director, The Learning Center

Discipline Assignment: Educational Administrator

The minimum qualifications for service as an educational administrator shall be both of the following:

- ✓ Possession of a Master's degree from an accredited college or university in a discipline reasonably related to the assignment AND
- ✓ Two (2) years of full-time academic administrative experience in an institution of higher education OR
  - A minimum of two (2) years of successful full-time leadership experience reasonably related to the administrator's administrative assignment; AND
  - A minimum of one (1) year of successful full-time experience providing leadership for a major district-level initiative/program; AND
  - Completion of a leadership training program of at least one (1) semester in duration.

October Ryan meets the minimum qualifications with:

- Master of Science – Clinical Psychology from Virginia Tech University

- 7 years and 11 months of successful full-time academic administrative experience in an institution of higher education
- 

#### Discipline Assignment: Counseling

The minimum qualifications for the discipline of Counseling:

- Master's in counseling, rehabilitation counseling, clinical psychology, counseling psychology, guidance counseling, educational counseling, social work, career development, marriage and family therapy or marriage, family and child counseling
- OR the equivalent

October meets the minimum qualifications with:

- Master of Science – Clinical Psychology from Virginia Tech University
- 

#### Discipline Assignment: Psychology

The minimum qualifications for the discipline of Psychology:

- Master's in Psychology
- OR Bachelor's in Psychology
- AND Master's in counseling, sociology, statistics, neuroscience or social work
- OR the equivalent

October meets the minimum qualifications with:

- Master of Science – Clinical Psychology from Virginia Tech University
- Bachelor of Arts – Psychology from Averett University



# ***HUMAN RESOURCES OFFICE***

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Date: September 20, 2022

To: David Andrus  
President, Academic Senate

From: Miranda Zamudio  
Senior Human Resources Generalist (Academic Personnel)

Subject: Discipline Assignment for Joy Shoemate

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Name: Joy Shoemate

Position: Director, Online Education

Discipline Assignment: Educational Administrator

The minimum qualifications for service as an educational administrator shall be both of the following:

- ✓ Possession of a Master's degree from an accredited college or university in a discipline reasonably related to the assignment AND
- ✓ Two (2) years of full-time academic administrative experience in an institution of higher education OR
  - A minimum of two (2) years of successful full-time leadership experience reasonably related to the administrator's administrative assignment; AND
  - A minimum of one (1) year of successful full-time experience providing leadership for a major district-level initiative/program; AND
  - Completion of a leadership training program of at least one (1) semester in duration.

Joy Shoemate meets the minimum qualifications with:

- Master Business Administration with an emphasis in Management and Organizational Behavior from California Lutheran University

- 2 years and 6 months of successful of full-time academic administrative experience in an institution of higher education
- 

#### Discipline Assignment: Business

The minimum qualifications for the discipline of Business:

- Master's in in business, business management, business administration, accountancy, finance, marketing or business education
- OR Bachelor's in any of the above
- AND Master's in economics, personnel management, public administration, or Juris Doctor Degree (J.D.) or Legum Baccalaureus (LL.B.)
- OR Bachelor's in economics with a business emphasis
- AND Master's in personnel management, public administration, or Juris Doctor Degree (J.D.) or Legum Baccalaureus (LL.B.)
- OR the equivalent

Joy meets the minimum qualifications with:

- Master Business Administration with an emphasis in Management and Organizational Behavior from California Lutheran University
- 

#### Discipline Assignment: Business Education

The minimum qualifications for the discipline of Business Education:

- Master's in business, business administration, or business education
- OR Bachelor's in any of the above
- AND Master's in vocational education

- OR the equivalent

Joy meets the minimum qualifications with:

- Master Business Administration with an emphasis in Management and Organizational Behavior from California Lutheran University
- 

#### Discipline Assignment: Marketing

The minimum qualifications for the discipline of Marketing:

- Master's in business administration, business management, business education, marketing, advertising or finance
- OR Bachelor's in any of the above
- AND Master's in economics, accountancy, taxation or law
- OR the equivalent

Joy meets the minimum qualifications with:

- Master Business Administration with an emphasis in Management and Organizational Behavior from California Lutheran University

Santa Clarita Community College District  
COLLEGE OF THE CANYONS

**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**

**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 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. Faculty may fulfill their 41 hours of professional development obligation with any committee approved activity.~~
- E. Workshops and activities that have been consistently approved by FPDC will be included on a pre-approved list. The pre-approved list may be routinely updated and will be published on the FPDC ~~internet~~ **web**site. Pre-approved activities will be automatically added to the current professional development management system, after required information has been received.
- F. For an activity to be considered for Professional Development (FLEX) credit, faculty must submit a proposal (unless otherwise indicated on the pre-approved list):
  - i. Through the current professional development management system
  - ~~ii. Within 21 calendar days of activity completion~~
  - iii. With supporting documentation for the hours proposed
  - ~~iv. Prior to activity whenever possible~~
- G. Proposals **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 fall 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. ~~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 following the conference even if no travel occurred.
- 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.