



COLLEGE OF THE CANYONS  
ACADEMIC SENATE  
EXECUTIVE COMMITTEE MEETING

**March 11, 2021**

11:00 a.m. to 12:00 p.m. via Zoom

Meeting can be joined from PC, Mac, Linux, iOS or Android:

<https://canyonsonline.zoom.us/j/95398991072?pwd=SE5jeU5xYTlJRjdNTVNSd2F3WC9VUT09>

Or iPhone one-tap (US Toll): +1-669-900-9128 or +1-253-215-8782, #:953 9899 1072, Passcode: 573295

**AGENDA**

*According to Article 6 of the By-Laws of the Academic Senate the purpose of the Executive Committee is to foster coordination among the principle subcommittee chairs of the Academic Senate, to advise the President, and the overall strategic development and planning of matters before the Academic Senate.*

**A. Routine Matters**

1. Call to order
2. Public Comment

*This portion of the meeting is reserved for persons desiring to address the Executive Committee on any matter not on the agenda. 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

**B. Reports:**

1. Chair Update (None)

**C. Action:**

1. Adoption of February 25, 2021 Ex. Comm. Summary (pg. 2-5)
2. Resolution: Anti-Racism (pg. 6)
3. Resolution: Truth in Academia (pg. 7)

**D. Discussion**

1. Committee Surveys (Andrus & Meuschke)
2. Consideration of ASCCC Spring 2021 Plenary Resolution Ideas (03/11/21 Deadline)
  - a. ECE Proposed Resolution (pg. 8-9)
3. Committee Needs? Future Business?

**E. Unfinished Business**

1. Local Recognition Awards and Processes.

**F. Announcements**

1. [ASCCC Area C Spring 2021 Virtual Meeting \(March 27, 2021 9:00am to 3:30pm\)](#)
2. [ASCCC Spring 2021 Plenary Session, April 15- April 17, 2021, Virtual Event](#)
3. [2021 Career Noncredit Education Institute, April 30-May 2, 2021, Virtual Event](#)
4. [ASCCC 2021 Curriculum Institute, July 7- July 9, 2021, Virtual Event](#)
5. Future Meeting Dates - 04/22; 05/13 both at 11am to Noon.

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COLLEGE OF THE CANYONS  
ACADEMIC SENATE  
EXECUTIVE COMMITTEE MEETING

February 25, 2021

11:00 a.m. to 12:00 p.m. via Zoom

**SUMMARY**

**Attendees:** Alicia Kaminsky, David Andrus, Daylene Meuschke, Claudia Acosta, Dustin Silva, Garrett Rieck, Gary Coolis, Gary Quire, Jason Burgdorfer, Julie Johnso, Lisa Hooper, Marilyn Jimenez, Miriam Golbert, Nicole Faudree, Rebecca Shepherd, Robert Wonser, Teresa Ciardi, Wendy Brill-Wynkoop

**E. Routine Matters**

1. Call to order: 11:07 am

2. Public Comment:

- Zoom Environments vs Non-Zoom Environments: There will need to be a discussion in regards to workload and how this has changed. What will workload look like once we return to campus? There may need to be a reduction in expectation in terms of how many meetings people can attend once you are no longer in a zoom environment. Many feel zoom may be preferred as you can share documents.
- COVID-19 Vaccines: The Hart District in partnership with Henry Mayo Memorial Hospital received the Pfizer COVID-19 vaccine. As of March 1<sup>st</sup> people can begin making appointments. There are three tiers that people will fall under, **Tier 1:** Faculty who are teaching on Campus, **Tier 2:** Those faculty and staff who are working on campus and who continue to fill out the Health Logs frequently **Tier 3:** is for everyone else who is still working remotely. The email emphasized that for those who primarily work remotely to not sign up. It is recommended to have people continue to check the website for appointments. Availability will be based on the number of vaccine. The state of CA governor has stated that vaccines will be available for educators. The next Return 2 Campus Coalition will be for next week.
- Zoom Participations Window Feature: The “Yes” and “No” buttons are not working like before in regards to voting. Academic Senate decided to use the raise your hand feature to vote and this feature will be used for this Senate Executive Committee meeting.

3. Approval of the Agenda:

- Motion to approve the agenda by Lisa Hooper, seconded by Gary Collis. Votes counted using the “raise your hand feature” in zoom. Unanimous. Approved.

**F. Reports:**

1. Chair Update (None)

**G. Action:**

1. Adoption of November 12, 2020 Ex. Comm. Summary (pg. 2-5)

- Motion to adopt the summary by Gary Quire, seconded by Wendy Brill. Votes counted using the “raise your hand feature” in zoom. Unanimous. Approved.

2. Adoption of Resolution Extending P/NP Option During Pandemic (pg. 6-7)

- This resolution was adopted at the Feb. 18<sup>th</sup> Academic Senate meeting. Per the Academic Senate By-laws the Executive Committee is required to review Resolutions that the Senate adopts. There was a discussion last semester that about 70% of the committee members are not part of the Academic Senate. It does not make sense to have resolutions go to the Senate Executive Committee if many don't attend the Academic Senate meetings. There will likely be a change to the Senate By-laws to remove the Senate Executive Committee's obligation to review resolutions.
- There is a need to extend the pass/no pass grade option due to the State Chancellors Office Executive Order extending this option and suspension of the relevant Title 5 provision. The Pass/No Pass was rolled over by the Academic Senate on February 18<sup>th</sup>, 2021 until the end of 2021. There was one suggestion to change the language on the last resolve to read as "or no later than the end of the course term" and not, "end of the 75% of the semester." This adjustment has been made to the version that will be uploaded to the Academic Senate Resolutions page.
- Motion to adopt this resolution by Lisa Hooper, seconded by Gary Quire. Votes collected using the "raise your hand feature" in zoom. Nicole Faudree was absent. Unanimous. Approved.

## H. Discussion

### 1. [Committee Surveys \(Andrus & Meuschke\)](#)

- An instrument was developed to evaluate work and do a self-reflections in campus and Senate committees. There are 6 standards in the accreditation process which ask how to substantiate how people are being included in decision making and self-assessment in committee work. Most sub-committees including collegial and operational have surveyed themselves in the past year. However, Academic Senate has not. It is recommended that all committee chairs use this document to survey their committees. This document is a 6 page evaluation which asks questions such as how is the Guided Pathways framework being accomplished. It also addresses DEI matters.
- It was emphasized that if the general survey does not fit the needs of a particular committee's needs Daylene or Alicia can meet with faculty to adjust the survey. The goal is to have the results back by spring break. It is important for accreditation purposes to have committees survey themselves.
- The survey can be deployed by IRD on behalf of the chair or a chair can be given a distribution list. If a survey is sent out by IRD they can input the names of the committee members, this allows for reminders to be sent to only those committee members. Names are also removed to ensure confidentiality.
- When the results come in to chairs, they are to be used by chairs for their committees. There can be a discussion of how to share those results. Once the results are distributed they are deleted by IRD. A broad analysis of committees by IRD will be done to see how they connect to Canyons Connects. No specific release of results of committees will be released as there may be comments made that are specific to a committee.
- The survey will roll out via survey monkey as a survey link. Results can also be viewed via a link or in a PDF format. The template went out by the College Planning Team. There was a suggestion to re-send the link. If anyone has already done the survey there is no need to do this again. There are some committees which do formal advising and it is more critical to have those committee create a survey.
- There was a request to have the ability to share the link via CANVAS as many committees have CANVAS shells.

### 2. Resolution: Anti-Racism (pg. 8)

- This resolution will be coming forward on the March 4<sup>th</sup> Academic Senate agenda. As a Call to Action that the Senate is commitment to in regards to Anti-Racism this resolution is necessary and the Senate needs to adopt a version of it. The By-laws state that there can only be 4 Whereas statements and 4 Resolves. This is a statewide guideline. However, there may be discussion soon to expand the number of Whereas and Resolves in the By-Laws. There was a question regarding the statement of how “Academic Senate will be assisting the community and leading by example.” Many non-white students feel comfortable on campus but not off campus. There is a need to do community outreach with local law-enforcement and city officials to dialogue. In regards to leading by example, being a community college there is a responsibility to give voice to students and community leaders and hold dialogues. It was stated that the President from Moorpark College has led anti-racism efforts that are being embedded into their community college and they are getting involved in the community.
- The Curriculum Committee has developed a Cultural Competency Check list. This was vetted by EMP and there was a suggestion to make the material broader. As there are some courses which have cultural and historical emphasis and other do not. For some programs it may be learning how to use the proper naming conventions for courses. The idea is for people to be thoughtful and reflective.
- Senate has been working with the EMP committee to set up work shops for faculty on how they can acquire the tools and how they connect diversity in their classrooms. Faculty are being encouraged to understand how Academic Freedom exists and plays out within this context. EMP will also be evaluating the Academic Senate Constitution & By-laws documents to ensure there are no unintended barriers.
- There is intent to have this resolution return to the Senate Executive Committee for more discussion.

### 3. Resolution: Truth in Academia (pg. 9)

- This resolution references much of the social foundation that has fueled the insurrection at the U.S. Capitol on January 6th. There has been an assault on objective truth and science and it undermines our entire existence and the foundation upon which COC relies. This is not only about truth but more also about being intellectually honest. The college is in the business of creating intellectual mindsets. There is a need to lean on and rely upon rational truth.
- There was a question on the 3<sup>rd</sup> Whereas as it can be confusing where it states, “fosters the study of religion, philosophy, and emotion and other related disciplines...” It was clarified that there are two thoughts being communicated, one is objective and empirical and the through the process of science. There is another side to education, for example in ethics, religion and philosophy etc..where there are not objective truths but is necessity for the human condition and growth. There are some things which cannot be measured. It is important to teach to students that they can have their own opinions but it is important for them to be educationally honest about how they arrive at their opinions. There was a suggestion to have the 3<sup>rd</sup> Whereas be more general instead of calling out specific disciplines. It was also recommended to add in language in this section which states that COC is an institution which balances the sciences and non science based aspects of higher learning and curriculum.
- David will make some adjustment to the 3<sup>rd</sup> Whereas and it will be included on the March 4<sup>th</sup> Academic Senate agenda. But this resolution can also be discussed at the next Senate Executive Committee meeting.

### 4. Consideration of ASCCC Spring 2021 Plenary Resolution Ideas (03/11/21 Deadline)

- If there is anyone from a committee who has an idea for a resolution that COC should

adopt and move forward statewide please inform David. It is recommended that our local Academic Senate should support such resolutions before they are advanced statewide. This does not mean necessarily that it has to be also adopted as a local resolution by Academic Senate but more so supported. ASCCC does not want resolutions which have already been adopted at the State level and have those be replicated. The next meeting of March 11<sup>th</sup> will be the deadline to submit any resolutions.

5. Future Meeting Dates

- 03/11; 04/15; 05/13 all at 11am to Noon.
  - These meetings were scheduled on the weeks that there are no Program Viability Committee meetings.

6. Committee Needs? Future Business?

- David confirmed that Senate sub-committees can create CANVAS shells.

**E. Unfinished Business**

1. Local Recognition Awards and Processes.

**F. Announcements**

1. [ASCCC Area C Spring 2021 Virtual Meeting \(March 27, 2021 9:00am to 3:30pm\)](#)
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**G. Adjournment: 12:05pm**



## THE COLLEGE OF THE CANYONS ACADEMIC SENATE RESOLUTION

### COMMITMENT TO ANTI-RACISM AT COLLEGE OF THE CANYONS AND WITHIN THE COMMUNITY

WHEREAS, there exists pervasive individual and institutional racism throughout the United States, including within the geographical district represented and served by College of the Canyons;

WHEREAS, racism and institutional racism are unique, damaging sociological structures recognized within academia as reliant upon the inequitable, dehumanizing aspects of supremacy of white power in the United States thus rendering racism and institutional racism forms of subjugation of persons.

WHEREAS, the Santa Clarita Community College District serves a diverse, multicultural student body and employees comprised of a variety of racial and ethnic identities, to include but not limited to Asian, Hispanic, Black/African American, Native American and White Americans that demand equitable representation and protection within curriculum and formal or informal policies and procedures;

WHEREAS, non-white racial and ethnic identities have suffered racism, prejudice and discrimination and where Black/African Americans in particular experience a unique, acute form of historical and ongoing racism and institutional racism resulting from overt, intentional and defacto structural violence, inequality and inequity perpetrated against them as a people;

RESOLVED, the Academic Senate at College of the Canyons has a professional, ethical, and moral obligation to identify and strive to eradicate institutional barriers that cause racism, discrimination, and prejudice against students, faculty and employees; and

RESOLVED, the Academic Senate at College of the Canyons has a professional, ethical, and moral obligation to assist the community it serves in identifying and striving toward eradicating racism and institutional racism, discrimination, and prejudice and to lead by example; and

RESOLVED, that the protections of academic freedom are consistent with the obligation of faculty to create a learning environment free of intentional and unintentional hostility toward marginalized populations; and

RESOLVED, that the Academic Senate at College of the Canyons urges the Board of Trustees and College Administration to join the Academic Senate, collectively as a foundation of proper social development for the community we serve, in regularly and publicly declaring the District's commitment to anti-racism at the College and in the community, realized through action and leadership.



## THE COLLEGE OF THE CANYONS ACADEMIC SENATE RESOLUTION

### STANDARDS OF TRUTH AND INTELLECTUAL HONESTY IN ACADEMIA

WHEREAS, the foundational purpose and rationalization of institutions of teaching, learning and education are to advance and progress human and global existence based on truth, critical reasoning, empirical evidence, and intellectual honesty;

WHEREAS, College of the Canyons must be, and is, committed to teaching our students the differences between objective truth and subjective belief; it is institutionally charged with the task of preparing logical, critical thinkers not only to enter the work force, but society, and thus has an indispensable and direct role in cultivating the advancement and success of all societal institutions, norms of behavior and importantly, character, integrity and citizenship;

WHEREAS, College of the Canyons is an institution that fosters the balanced study of diverse, complex and multifaceted academic disciplines and is committed to doing so with integrity to enable students to become substantial, whole individuals contributing to the world they live in;

WHEREAS, educators should welcome the opinions of one another and importantly, our students, as **essential** to the pursuit of knowledge and also **instill that informed opinions are best and that any opinions** based on obvious misinformation **should be, by duty**, refuted by **faculty** ~~accredited and certified objective subject matter knowledge~~ **and to teach students to be educationally and intellectually honest about how they arrive at their opinions;**

RESOLVED, the Academic Senate declares the need for College of the Canyons to reemphasize and commit to a robust, quality general education for our students providing the foundation of learning necessary to the creation of social stability and openness of thought and knowledge to enable widespread support of all disciplines for the betterment of human and global development; and

RESOLVED, the Academic Senate and the faculty it represents reaffirm their professional and ethical commitment to the pursuit of truth, accuracy, and honest self-reflection in the practice of teaching and learning, as well as in campus wide collaboration and community outreach; and

RESOLVED, the Academic Senate and the faculty recognize that where truth proves elusive, they will, through honest reflection and consideration of information, provide students with valuable tools and skills to seek answers to yet unknowable aspects of disciplinary knowledge; and

RESOLVED, that all faculty members at College of the Canyons maintain currency in their acquired fields of study and expertise with confidence, but with the humility necessary to model their openness to the life long process of introspection and learning that serves to advance the continued progression of College of the Canyons as an institution of higher education.

**Spring 2021 ASCCC Plenary Convention - Resolution Number:  
XXX**

**Contacts:**

**Jennifer Paris – College of the Canyons, Early Childhood Education  
Department**

**Kathleen White**

**Category: Career Technical Education**

Whereas; The Governor’s Master Plan for Early Learning and Care: California for All Kids, released on December 1, 2020, contained sweeping recommendations related to the broad expansion of childcare and expanded learning and the provision of Transitional Kindergarten (TK) services for all of California’s 4 year old’s, resulting in significant impacts on ECE/EDU courses and the pivotal role California Community College programs hold in recruiting, preparing, graduating, transferring, and supporting over 85% of the ECE workforce and 54% of credentialed TK-grade 12 teachers in CA complete our classes;

Whereas; The Education and Human Development [EHDS] Sector enrolled 146,716 students at a California Community College in 2018-2019 (ranking **5th** in enrollment and **5th** in degree and certificate completion of the 10 priority CTE Career Sectors listed in CCCCO CALPASS Metrics) and is a sector that directly addresses issues of equity by providing college pathways leading to employment to the highest percentage of female students at 83%, (with 67% of students being non-white) and has the second highest percentage of economically disadvantaged students at 78%, of all 10 sectors listed;

Whereas; The COVID crisis has destabilized the EHDS sector, disrupted ECE and TK-12 teacher preparation pipelines and has resulted in significant impacts on working and single parents (especially essential, low-moderate wage, displaced workers and women) such that the state of California will not experience economic recovery without supporting the development and replacement of teachers at all levels (ECE, TK, K-12). The reduction of available childcare (ECE, after-school, etc.) and the closure of TK-12 schools has created an educational, economic, childcare and supervision crisis for California's families as well as learning loss and significant social/emotional needs for California’s children, conditions that demand high quality and skilled teachers;

Whereas; Prior to the pandemic, 80% of TK-12 districts in California were reporting serious teacher shortages (Learning Policy Institute, 2018) that, on average, over the next 5 years were projected to be over 124,000 openings annually in California for a cluster of 20 teacher occupations including preschool, elementary, secondary, and special education. Related



occupations (infant care, after-school care, family childcare, etc.) are experiencing acceleration of retirements and job loss (Center for the Study of Child Care Employment, 2020) due to 62% of open childcare centers with staff who are not working due to concerns about the health risks and 48% of open centers with staff who are unable to work because they are taking care of their own children.

Resolved; The Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office, the CA Commission on Teacher Credentialing, the governor, and his Early Childhood Policy Committee, to advocate for support and funding for increased community college pipelines, student pathways and transfer support for the Education and Human Development sector, (ECE and EDU) to meet the twin labor demands of the expansion of programs outlined in the Governor's plan and recovery from the pandemic;

Resolved; The Academic Senate for California Community Colleges support the prioritization of the Education and Human Development Sector (with the Sector Director and Technical Assistance Provider structure under the CTE area of the California Community College Chancellor's Office) as one of the California Community College Chancellor's Office, Strong Workforce Program identified Priority Industry Sectors, to guide Career Technical Education (CTE) priorities and to address this statewide crisis of labor demand in ECE, TK, K-12, after school and community college teacher preparation, the changing regulations outlined in the governor's plan, critical family needs due to the COVID pandemic and economic recovery;

Resolved; The Academic Senate for the California Community Colleges advocate that this critical sector be provided relevant, timely professional support (website hosting, sector specific meetings, conferences, training, etc.) utilizing the collective expertise of discipline faculty actively involved in teacher preparation and capitalizing on the most recent work of dozens of faculty-led, volunteer regional and statewide EDU and ECE communities of practice which emerged in response to the impacts of the COVID pandemic on courses, students, training, recruitment, pathways, articulation, and transfer support and the increased structure and prominence of sector specific leadership at the state level.