



COLLEGE OF THE CANYONS
ACADEMIC SENATE
EXECUTIVE COMMITTEE MEETING

November 18, 2021
11:00 a.m. to 12:15 p.m.

SUMMARY

Attendees: Alisha Kaminsky, Christopher Blakey, Dr. Claudia Acosta, David Andrus, Garrett Rieck, Gary Collis, Gary Quire, Jason Burgdorfer, Julie Johnson, Katie Coleman, Lisa Hooper, Marilyn Jimenez, Nicole Faudree, Rebecca Shepherd, Robert Wonser and Wendy Brill-Wynkoop.

A. Routine Matters

1. Call to order: 11:07 am
2. Public Comment:
 - I. There are 6 different proposed awards. Members were asked to state in the chat which break out room they would like to join. Each room is dedicated to a specific award.
 - II. No public comments
3. Approval of the Agenda:
 - I. Motion to adopt the agenda by Nicole Faudree, seconded by Alisha Kaminsky. Chris Blakey voted yes and Jason voted verbally as yes. Katie Coleman abstained. Unanimous. Approved.

B. Action

1. Resolution to Implement Teleconferencing Requirements During a Proclaimed State of Emergency (Executive Committee) (pg. 3-4)
 - a. Motion to approve resolution by Lisa Hooper, seconded by Rebecca Shepherd. Chris Blakey. One abstention from Katie Coleman. Approved.
2. Resolution to Implement Teleconferencing Requirements During a Proclaimed State of Emergency (Academic Senate) (pg. 5-6)
 - a. Lisa will continue to do the resolutions for the Curriculum Committee. However, all other sub-committees will be covered by the Academic Senate resolution approval.
 - b. Motion to adopt this resolution by Lisa Hooper, seconded by Rebecca Shepherd. One abstention from Katie Coleman. Approved.
3. Adoption of October 21, 2021 Ex. Comm. Summary (pg. 7-11)
 - a. Motion to adopt by Julie Johnson, Seconded by Gary Collis. One abstention from Alisha Kaminsky and Katie Coleman. Approved.

C. Reports:

1. Academic Senate President Report
 - I. The Brown Act requires minimal minutes and only asks to note how people voted on actions and motions. The Committee on Committees discussed the best way to compose summaries/minutes. A new format for summaries will be proposed that will not include such a long narrative. The only thing needed will be the record of the vote and a small summary. The members are supposed to report out to their constituents based on their own notes/minutes.

D. Discussion

1. COC Academic Senate Local Awards and Processes

[Proposed Local Senate Awards \(Reference Only\)](#)

Break Out Rooms:

- I. Diversity Award, Alisha Kaminsky
[Stanback-Stroud Diversity Award](#)
[ASCCC Diversity Award Rubric](#)
The group put together a description paragraph, criteria and rubric. The idea is to collect data locally and use this to go to the state level for the following year. The description outlines intercultural harmony, equity and diversity. The local award will align with the statewide award.
- II. Excellence in Teaching Award, Julie Hovden and Robert Wonser
[Hayward Award \(focuses on Excellence & Teaching\)](#)
[ASCCC Hayward Award Rubric](#)
This award will available one time per academic year for P/T and F/T. The description and criteria is still being developed. There are large dept such as English and there should be 1 nomination per every 20 faculty. This was taken to CETL and there was a long list from their committee.
- III. Exemplary Program Award, Jason Burgdorfer
[Exemplary Program Award](#)
[ASCCC Exemplary Program Award Rubric](#)
The group decided to keep the ASCCC award name and have this be a faculty driven program. The award will focus on innovative curriculum, professional development, engagement with the community.
- IV. International Education Award, Dr. Acosta
 - One award will be required per year as the amount of faculty who work in COC global and Education Travel committee is smaller. A rubric will be sent back to that committee for review and input.
 - The following link was shared: <https://www.acenet.edu/Research-Insights/Pages/Internationalization/CIGE-Model-for-Comprehensive-Internationalization.aspx#:~:text=What%20is%20comprehensive%20internationalization%3F%20ACE%20defines%20comprehensive%20internationalization,and%20universities%20more%20globally%20oriented%20and%20internationally%20connected>
 - Will there be a start date once the award process resumes? There have been some proposals for educational travel. There are many efforts that can be undertaken on campus such as internationalizing the campus. There are different models and aspects. This will be a faculty lead award.
- V. Governance Award, Rebecca Shepherd and Gary Collis
 - This award will be for a relatively small sub-set of faculty who may consider themselves qualified for the award. There may not be as much work product to support a nominee. Evidence will likely be based on input. It is not clear how this would be captured. As there is succession planning and people move in and out this group may grow larger. There are some committee members who work on 10+1 and this group may be broader. This award will not be limited to full-time faculty.
- VI. Collegiality/Campus Citizenship Award, Nicole Faudree
 - An award description was created. The award is broad and set up for only faculty. An award rubric was created. This award overlaps with the workshop David and Chris Blakey hosted on Civility.

2. Committee Needs? Future Business?

- All work group reports will be composed and sent out to everyone for review.
- The next step is to decide on what will be adopted, timeline and what the process for the group will be to adopt.
- This local award process will return as a discussion item in February 2012

E. Unfinished Business

F. Announcements

- Next Academic Senate Meeting Fall 2021: Dec. 2nd; Spring 2022: Feb. 10th, Feb. 24th, March 10th, March 24th, April 14th, April 28th, May 12th & May 26th
- Spring Senate Executive Committee Meeting Dates TBD – Likely Thursdays 11am to Noon.
- [ASCCC 2022 Part-Time Faculty Institute-Virtual Event](#), Feb. 10th – 11th, 2022
- [ASCCC 2022 Accreditation Institute](#), Feb. 25th -26th, 2022-Hybrid Event *Subject to change*
- [ASCCC 2022 Spring Plenary Session](#), April 7th -9th, 2022-Hybrid Event
- [ASCCC 2022 Career and Noncredit Education Institute, May 12th-14th, 2022](#)-Hybrid Event *Subject to change*
- [ASCCC 2022 Faculty Leadership Institute](#)- June 16th – 18th, 2022, Hybrid Event *Subject to change*
- [ASCCC 2022 Curriculum Institute](#)- July 6th – July 9th, 2022, Hybrid Event *Subject to change*

Diversity Award

Alisha Kaminsky and Lisa Hooper

College of the Canyons Diversity Award

The COC Diversity Award seeks to honor the cadre of committed faculty who consistently rise to meet the challenges our students face. Serving the most diverse student population of any higher education system in the country, the California Community Colleges System is largely comprised of demographic groups that have traditionally faced barriers to education and are often underprepared when they reach the classroom. It is the challenge and responsibility of College of the Canyons faculty to demonstrate the sustained attention and support necessary to fully engage and excite these students. This prestigious award acknowledges an individual or group that is exceptional in contributing to the advancement of intercultural harmony, equity, and campus diversity at their college.

COLLEGE OF THE CANYONS DIVERSITY AWARD

Nomination Guidelines and Criteria

Please nominate one faculty member or one group of faculty to receive this prestigious honor. All faculty (full- and part-time), classroom and non-classroom, are eligible for nomination. One faculty member or group in will be chosen and honored in the spring term.

Note: Nominee references individual or group. Upon acceptance of a nomination please be prepared to submit the following...

1. Submit all required documents by _____:

- a. Nominee information page with name and contact information.
- b. A completed application from the nominee that specifically addresses her/his or their work and accomplishments.

Limit responses to 200 words per prompt including supplemental support or evidence: the nominee should respond to all four prompts about equity and diversity and include the overall merits, impact, and outcomes of his/her or their commitment to equity and diversity. The nominee should describe work, projects, activities, and programs in as much detail as possible to give the readers a clear picture of accomplishments.

- c. **One** statement from the nominator that specifically addresses the nominee's work.

Limit the statement to two pages: Please write a statement that includes the nominator's perspective about the nominee's ability to create an inclusive and supportive campus, implementing teaching and learning strategies, facilitating student access, retention, and success, and fostering student engagement in campus life. [For nominees who are groups, please only include one statement for the entire group. Do not include separate letters for each individual of the group.] Ensure that you include quantitative and qualitative evidence or data to support your perspective.

- d. *Recommended: A statement of nominee's support from a person directly benefiting from the work, activity, project or program.

Limit the statement to one page: An additional statement of support is requested on behalf of the nominee. Please describe how the work, activity, project or program has directly impacted the individual's learning or working environment or success. Please indicate the relationship to the nominee. Include name, position, and signature.

2. Criteria:

- a. The nominee must have made specific contributions to establishing or expanding the campus climate, or a club, program, or service that promotes student success by:

Creating an inclusive and supportive campus climate; implementing effective teaching and learning strategies or establishing or expanding an effective learning environment; and facilitating student access, retention and success; fostering student engagement in campus life. (~~Resolution 3.03-S98~~)

Such contributions may include but are not limited to:

- Contributing significantly to curriculum planning and implementation that is more responsive to and inclusive of diverse student needs and interests;
- Cultivating and promoting diversity initiatives through specific activities, programs, or projects on campus that establish and foster a more inclusive and equitable working and learning environment.
- Employing best practices, such as the use of creative and innovative approaches to integrate inclusivity in faculty and staff development or classroom activities.

b. Direct and demonstrated evidence (observable and/or measurable) of the nominee's work is required and may include but is not limited to:

- Evidence supporting the development or growth of specific activities, programs, and/or projects that demonstrate success in diverse student populations;
- Citing of specific, detailed examples in which the nominee's efforts have encouraged students of historically underrepresented and diverse populations to participate actively in campus life and activities;

The College of the Canyons Academic Senate bestows the COC Diversity Award upon faculty who work tirelessly to promote student success by:

- a. Creating an inclusive and supportive campus climate
- b. Implementing effective teaching and learning strategies
- c. Facilitating student access, retention and success,
- d. Fostering student engagement in campus life. (~~Resolution 3.03-S98~~)



COC Diversity Award – Rubric

	0	1	2	3	4
a. Creating an inclusive and supportive campus climate	Not present	Listed contributions of creating an inclusive and supporting campus climate but lacks supporting detail	Minimal quantitative OR qualitative evidence of creating an inclusive and supporting campus climate	Some quantitative AND qualitative evidence of creating an inclusive and supporting campus climate	Significant quantitative AND qualitative evidence of a broad and sustained effort to create an inclusive and supportive campus climate
b. Implementing effective teaching and learning strategies	Not present	Listed implementing effective teaching and learning strategies but lacks supporting detail	Minimal quantitative OR qualitative evidence of implementing effective teaching and learning strategies	Some quantitative AND qualitative evidence of implementing effective teaching and learning strategies	Significant quantitative AND qualitative evidence a broad and sustained effort to implement effective teaching and learning strategies
c. Facilitating student access, retention, and success	Not present	Listed activities leading to increased student access, retention, and success but lacks supporting detail	Minimal quantitative OR qualitative evidence of activities leading to increased student access, retention, and success	Some quantitative AND qualitative evidence of activities leading to increased student access, retention, and success	Significant quantitative AND qualitative evidence of a broad pattern of activities leading to increased student access, retention, and success
d. Fostering student engagement in campus life	Not present	Listed contributions to student engagement but lacks supporting detail	Minimal quantitative OR qualitative evidence of the contribution to student engagement	Some quantitative AND qualitative evidence of the contribution to student engagement	Significant quantitative AND qualitative evidence of widespread student engagement in a sustained manner
e. Nomination documents	Not present	A brief statement from the nominee’s application and statement of the nominator but without sufficient detail	Nominee’s application from the nominee and Statement from the nominator provide justification for nomination	Nominee’s application and statement from the nominator provide justification for nomination AND letters of support	Nominee’s application from the nominee and statement from the nominator that provide comprehensive, clear and detailed justification for nomination AND letters of support.

Excellence in Teaching Award

Gary Quire, Julie Hovden and Robert Wonser

1. Name of the Award - Excellence in Teaching Award
Available to both Full Time and Part Time Faculty
2. Award description - *Still developing* - An innovative pioneer educator, teaching in multiple modalities
3. Award criteria/rubric - *still developing*
 - Resources available for students?
 - Innovation
 - Student feedback? - What do we use for student feedback?? Potentially Dept providing evidence of historic student data (anecdotal or officially collected)
4. Number of awards and Process - (1 - 1x an academic year)
 - Process of nomination?
 1. Dept nominate - 1 nomination for every 20 faculty members? Can be justified to go over criteria, e.g. English can send potentially 3 nominations)
 1. Faculty nominate
 2. Self nominate

For Reference Only - Notes from the CETL Steering Committee Meeting

1. Equity minded, fast and meaningful feedback, student support, connections, empathic, actively professionally develops??? Growth minded, innovative teaching, reflective practice
 1. once a year?
 2. Concern rewarding one person?
 3. **Library, counseling, and TLC helping students**
 4. **Also Online Ed helping faculty with good teaching**
 5. We're not in the classroom, how do we vote for each other
 6. Student feedback
 7. **Why not have 5 awards - categories aligned with CETL courses????**
 1. **Signature assignment! :)**
 2. **OnlineLIVE**
- h. Colleagues nominate??
- i. Exclusive Award??
- j. Self Nominate?
- k. Shared governance???
- l. <https://www.clark.edu/tlc/faculty-development/teaching-squares.php>

Exemplary Program Award – Rubric (21-22) College of the Canyons, Jason Burgdorfer & Christopher Blakey

This award recognizes successful and innovative faculty driven programs that respond to current trends, align with the College’s mission, address students’ needs, further a broad range of educational goals and can serve as models for other programs locally and around the state. Exemplary achievement can be demonstrated in programs by faculty and for faculty to aid in transitioning to and from virtual environments, engaging in transformative curriculum design, supporting colleagues through professional development, mental health support, building campus community, and other faculty driven student support services that advance social justice, establish equity-driven practices and promote student success.

	0	1	2	3	4
a. Indicators of Overall Program Success	Not present	Cites positive program attributes but lacks supporting detail Too vague	Indicators of program success cursorily cited Quality and/or quantity of data is insufficient	Sufficient number of indicators of program success cited Quantitative OR qualitative data is present but ambiguous	Significant indicators of program success cited. Detailed and substantive quantitative AND qualitative evidence
b. Evidence showing that program innovatively addresses student needs in current times	Not present	Cites program uniqueness but lacks supporting detail Too vague	Evidence of innovation cursorily cited	Evidence of innovation clearly cited Evidence shows that program is innovative in addressing a recognized need	Evidence of innovation clearly cited Evidence shows that program researched need, planned an innovative intervention, and successfully implemented it
c. Demonstrates Collaboration and Community Engagement	Not present	Cites program collaboration but lacks supporting detail Too vague	Evidence of collaboration cursorily cited	Evidence shows collaboration is expanding within existing working relationships at the college or with community partners	Evidence shows new collaboration formed within the college or with community partners where none existed before the program
d. Evidence of Program Supporting College’s Mission Statement	Not present	Cites evidence supporting mission statement but lacks supporting detail Too vague	Evidence supporting mission statement cursorily cited	Evidence shows program supports elements of mission statement by clearly connecting program to one or more area of the statement	Evidence shows program supports elements of mission statement by clearly connecting program to one or more area AND being included in college planning (such as program review, master plan, accreditation, etc.)
e. How This Program Could Be a Model For Other programs	Not present	Cites positive program attributes but lacks supporting detail Too vague	Discussion of how this program could be a CC model is cursorily addressed Too costly or boutique to replicate	Discussion of how this program could be a CC model is addressed accurately Moderate cost or challenge to replicate	Detailed discussion of how to replicate this program at other colleges. Moderate to no cost

**International Education Award
Break Out Room Notes**

(Dr. Claudia Acosta & David Andrus)

1. Name of the Award
2. Award description
3. Award criteria/rubric
4. Number of awards

1. Name of the Award

International Education Award

2. Award description

Awarded to a faculty member that displays a commitment to the internationalization of curriculum and college life on a regular basis that positively impacts the academic development of students.

3. Award criteria/rubric

We defer to COC Global and ETAC

4. Number of awards

One award only. The pool of possible nominees might not be large enough to warrant more than one awardee per academic year.

<https://www.acenet.edu/Research-Insights/Pages/Internationalization/CIGE-Model-for-Comprehensive-Internationalization.aspx#:~:text=What%20is%20comprehensive%20internationalization%3F%20ACE%20defines%20comprehensive%20internationalization,and%20universities%20more%20globally%20oriented%20and%20internationally%20connected>

GOVERNANCE AWARD

Rebecca Shepherd and Gary Collis

1. Name of the Award
 - **Excellence in Governance Award**
2. Award description
 - **This award recognizes the unique achievements of a COC faculty member toward collaborative problem-solving in shared governance.**
3. Award criteria/rubric
 1. **Identified a shared governance problem and worked toward an innovative solution.**
 2. **Worked collaboratively with other campus constituencies to achieve a notable goal of shared governance.**
 3. **Demonstrated a commitment to the principles of shared governance.**
 4. **Acted as a leader in the implementation of a governing policy, procedure, or practice that furthers one or more of the 10+1 categories.**
 5. **Evidence in support of nomination.**
4. Number of awards
 - **One. Open to either full-time or part-time faculty.**

Collegiality and Campus Citizenship Award

Nicole Faudree & Garrett Rieck

1. Collegiality and Campus Citizenship Award
2. Award description – Faculty who have demonstrated exceptional communication and collaboration skills with faculty, staff, administrative colleagues and/or community members. To be nominated by a faculty, staff, or administrative colleague.
3. Award criteria/rubric – Throughout the past year, the faculty
 - Demonstrated communication skills (both listening and speaking) with their colleagues as well as a willingness to participate in difficult conversations
 - Meaningfully collaborated with representatives from various campus community groups
 - Participated in campus-wide committee work
 - Showed a positive attitude toward students, staff, faculty, administrators, and community members
 - Displayed an empathy and appreciation of divergent viewpoints
 - Possessed strength of character and the courage to do what is right
 - Demonstrated a willingness to collaborate with their colleagues and/or community members from a variety of backgrounds
4. Number of awards – 1 to 3 full-time or adjunct faculty.